

# ATHLETIC JOURNAL

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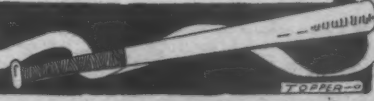
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# THE ATHLETIC JOURNAL

A PROFESSIONAL MAGAZINE FOR THE  
COACHES OF THE COUNTRY

**JOHN L. GRIFFITH, Editor**

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VOLUME V

SEPTEMBER, 1924

NUMBER 1

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# *The* ATHLETIC JOURNAL

VOL. V

CHICAGO, ILLINOIS

No. 1

## THE OLYMPIC GAMES

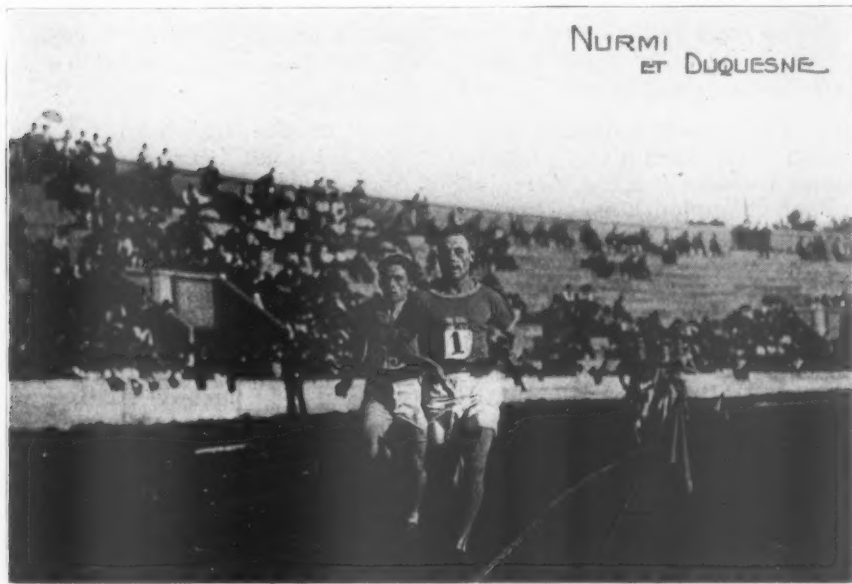
BY

JOHN L. GRIFFITH

*Although a great deal has been written about the Eighth Olympiad and recognizing full well that the minds of the coaches are now filled with thoughts of football, nevertheless it was believed that a record of the events in tabulated form would be of interest to JOURNAL readers. With that in mind the following article is presented. As indicated in the article, all of the first place winners and the great majority of the men who scored points were developed in the schools and colleges. Since the school and college coaches are developing the Olympic winners it is all the more necessary that they be conversant with Olympic matters.—EDITOR'S NOTE.*

The Olympic Games of 1924 on the Colombes Stadium notwithstanding the adverse criticism of some were the finest set of games ever contested in the history of the world. Forty-eight nations sent their choicest athletes, nine world's records and five Olympic records were broken and the sportsmanship shown on the Stadium was of a high order. America may well be proud of the men who represented her.

Looking at the games in retrospect there are certain things which doubtless from an American standpoint can be improved. First, there is the matter of the selection of the team. It is a mistake to send too many men to the final try-outs. It would be a fine thing when the team is chosen four years from now if the High School stars who have shown class in their state meets could be brought together in a National



NURMI  
ET DUQUESNE

*Nurmi, the Wonderful Finnish runner, was the outstanding star of the Olympic games. His form is peculiarly his own. Note that he runs on his heels and carries himself erect.*

High School Meet and the National Interscholastic Championships decided and the intercholastic men thus chosen to compete in the final try-outs. The Na-

congratulated on the manner in which the games were conducted. True, the man who would look for mistakes could find them, but that is true of anything else.



*LeGendre of Georgetown is here pictured breaking Gourdin's world's record in the broad jump. This record was made in the Pentathlon as LeGendre was not entered in the broad jump.*

tional Collegiate Athletic Association Track Meet offers an opportunity for deciding the individual college championships. The non-school and college athletes could be chosen in the sectional A. A. U. Meets. Then the winners of the High School, College and A. A. U. Meets could be brought together in a final meet and the winners would very naturally constitute the American Olympic Team. If such a plan were to be followed in choosing the next Olympic Team a great amount of interest would be created, everyone would have a fair chance to try for the team and the young athletes would plan far ahead for the contests.

The French committee is to be

Some of the European peoples who have not been educated in sportsmanship made their lack of education apparent, but this is an argument for more games. It is by means of athletic contests that the valuable lessons of fair play and sportsmanship are learned.

It is significant that America won only one running event, the two hundred meters dash, but was highly successful in the hurdles and field events. The coaches should set about to correct this by emphasizing cross-country running and in attempting to create more interest in the distance runs on the track. The United States teams won two relays and ten individual events. Every man who won first

was developed in an American College or High School. Further, it is interesting to note that no one section of the country produced a majority of the winners. The ten individual winners and the school or college where they were developed are as follows:

200 meters—Scholz, Univ. of Missouri.

110 meter hurdles—Kinsey, Univ. of Illinois.

400 meter hurdles—Taylor, Grinnell College.

High Jump—Osborn, Univ. of Illinois.

Broad Jump—Hubbard, Univ. of Michigan.

Pole Vault—Barnes, Hollywood H. S., California.

Shot Put—Houser, Univ. of Southern California.

Hammer Throw—Tootel, Bowdoin College.

Discus Throw—Houser, Univ. of Southern California.

Decathlon—Osborn, Univ. of Illinois.

The results of the track and field events follows:

### 100 Meters

Won by Abrahams, Great Britain; Time 10-6/10 — Ties Olympic Record.

Olympic Record—10-6/10, Lippincott.

World's Record—10-4/10, Paddock.

1. Abrahams—Great Britain.
2. Scholz—United States (Univ. of Missouri).
3. Porritt—New Zealand.
4. Bowman—United States (Syracuse).
5. Paddock—United States (Univ. of So. Calif.).
6. Murchison—United States (McKinley H. S., St. Louis).

### 200 Meters

Won by J. Scholz, Univ. of Mo.; Time 21-3/5.

Olympic Record—21-3/5, Hahn.

World's Record—21-1/5, Paddock.



The above picture shows Osborn of Illinois winning the High Jump. It will be noted that his form was accepted by the Olympic officials.

1. J. Scholz—United States (Univ. of Missouri).
2. Paddock—United States (Univ. of So. Calif.).
3. Liddell—Great Britain.
4. Hill—United States (Univ. of Penn.).
5. Norton—United States (Yale).
6. Abrahams—Great Britain.

#### 400 Meters

Won by Liddell, Great Britain; Time 47-3/5.

Former Olympic Record — 48-1/5, Reidpath.

Former World's Record—48-1/5, Reidpath.

4. Stallard—Great Britain.
5. Richardson—United States (Stanford).
6. Dodge—United States (Oregon Aggies).

#### 1500 Meters

Won by Nurmi, Finland; Time 3 min. 53-3/5 sec.

Olympic Record—3 min. 56-4/5 sec., Jackson.

World's Record—3 min. 52-3/5 sec., Nurmi.

1. Nurmi—Finland.
2. Scharer—Switzerland.
3. Stallard—Great Britain.
4. Lowe—Great Britain.



*This shows the close race in the 100 meters between Abrahams of Great Britain and Jack Scholz of the University of Missouri.*

1. Liddell—Great Britain.
2. Fitch—United States (Univ. of Illinois).
3. Butler—Great Britain.
4. Johnston—Canada.
5. Taylor—United States (N. Y. A. C.).

#### 800 Meters

Won by Lowe, Great Britain; Time 1.52-2/5.

Olympic Record — 1.51-9/10, Meredith.

World's Record — 1.51-9/10, Meredith.

1. Lowe—Great Britain.
2. Martin—Switzerland.
3. Enck—United States (Penn. State).

5. Buker—United States (Maine & Chicago).
6. Hahn—United States (Boston A. C.).

#### 5000 Meters

Won by Nurmi, Finland; Time 14 min. 31-1/5 sec.

Olympic Record—14 min. 36-3/5, Kolemäinen.

World's Record—14 min. 28-1/5, Nurmi.

1. Nurmi—Finland.
2. Ritola—Finland.
3. Wide—Sweden.
4. Romig—United States (Penn. State).
5. Seppala—Finland.
6. Clibbon—Great Britain.

**3000 Meters Team Race**

- |   |                           |
|---|---------------------------|
| 1. Nurmi—Finland.                           | 1. United States:         |
| 2. Ritola—Finland.                          | Clarke—Johns Hopkins.     |
| 3. MacDonald—Great Britain.                 | Hussey — Stuyvesant High  |
| 4. Johnson—Great Britain.                   | School, New York.         |
| 5. Tola—Finland.                            | Leconney—Lafayette.       |
| 6. Kirby—United States (New-<br>ark A. C.). | Murchison — McKinley High |
| 7. Webber—Great Britain.                    | School, St. Louis.        |
|   | 2. Great Britain.         |
|   | 3. Holland.               |



*The United States' placed three men in the 800 meters, but Lowe of Great Britain showed his superiority over the field.*

8. Cox—United States (Mer-  
cersberg).

9. Bontemps—France.

10. Porter—Great Britain.

Time: 8 min. 32 sec.

Team classification:

1. Finland—8 points.

2. Great Britain—14 points.

3. United States—25 points.

4. France—31 points.

**10,000 Meters Cross-Country**

Won by Nurmi; Time 32 min.  
54-4/5 sec.

1. Finland.

2. United States.

3. France.

**400 Meters Relay**

Won by United States; Time  
41 sec.

4. Hungary.

5. France.

6. Switzerland.

**1600 Meters Relay**

Won by United States.

1. United States:

Cochrane—Univ. of Mississippi.

Helfrich—Penn. State.

MacDonald—Univ. of Penn.

Stephenson—

2. Sweden.

3. Great Britain.

4. Canada.

5. France.

6. Italy.

**10,000 Meters**

Won by W. Ritola, Finland;  
Time 30 min. 23-1/5 sec.

Former Olympic Record—31  
min. 20-8/10 sec., H. Kohlemainen.

Former World's Record—30 min. 35-2/5 sec., W. Ritola.

1. Ritola—Finland.
2. Wide—Sweden.
3. Berg—Finland
4. Sipila—Finland.
5. Harper—Great Britain.

#### Marathon 42 Kilometers 195

Won by Stenroos, Finland; Time 3 hours 41 min. 22-2/5 sec.

1. Stenroos—Finland.
2. Bertini—Italy.
3. DeMar—United States.
4. Halonen—Finland.
5. Ferris—Great Britain.
6. Plaza Reyes—Chili.

#### 3000 Meters Steeple Chase

Won by Ritola, Finland.

1. Ritola—Finland.
2. Katz—Finland.
3. Bontemps—France.
4. Rick—United States (New York A. C.).
5. Ebb—Finland.
6. Montague—Great Britain.

#### 110 Meters Hurdles

Won by Kinsey, United States (Univ. of Illinois); Time 15 sec.

Olympic Record—14-4/5 sec., Thomson.

World's Record—14-4/5 sec., Thomson.

1. Kinsey—United States (Univ. of Illinois).
2. Atkinson—South Africa.
3. Pettersson—Sweden.
4. Christeirnsson—Sweden.
5. Anderson—United States (Univ. of Minn.).
6. Guthrie—United States (Ohio State)—third, but was disqualified for knocking over three hurdles.

#### 400 Meters Hurdles

Won by Taylor, United States (Grinnell College); Time 52-3/5 sec.

Former Olympic Record 54 sec., Loomis at Antwerp.

Former World's Record 54 sec., Loomis at Antwerp.

1. Taylor—United States (Grinnell College).
2. Vilere—Finland.
3. Riley—United States (Kansas State Agri. Col.).
4. Andre—France.

Blockett — Great Britain (Knocked over 3 hurdles).

(Brookins, second, was disqualified).

(Continued on page 52)



Scholz and Paddock staged a great battle for first in the 200 meters but Scholz won. Liddell, the winner of the 400 meters, is third.



# PHYSICAL CONDITION OF FOOTBALL TEAMS

BY  
HARRY HILLMAN.

*Mr. Hillman was one of the Olympic Track Coaches this year. He was a member of the New York Athletic Club, 1899-1909. He won thirty-seven Olympic, national and international, metropolitan and military championships. He is Assistant Professor of the Department of Physical Education, Dartmouth, and has been Recreation Director and Track Coach since 1910. He is Secretary and Treasurer of the Association of College Track Coaches of America.—EDITOR'S NOTE.*



The public little realizes the importance of the physical condition of football teams, and what it means to get a team in shape and keep it there, especially for the important games.

The larger institutions usually have some experienced man, who is called the "Trainer," in charge of the conditioning of their teams. This man is generally one who has had considerable experience in handling athletes, and in most instances is a Track and Field Coach as well. Conditioning track and field athletes is rather a hard assignment, inasmuch as the material for the many events is varied. Large and small, strong and frail combine the general make-up of a track team. With this all-around experience in track, together with the all-year experience in other sports for a number of years, a man adapts himself for this work.

Of the many types of trainers, perhaps the largest group consists of those who have been through years of competition and the handling of athletes, together with a study of the subject; this experience is invaluable. Many

medical men are in charge of the conditioning of teams, and physicians who have been through the mill of competition, together with the medical experience are valuable men to have around. Another group are those graduated from the "rubbing table"; many of whom through their long connection with athletics and their experimental methods have done very good work. Still another group is made up of the combined Football Coaches and Trainers, who attempt not only to coach, but to condition the teams as well, and to look after the injuries, taping, bandaging and the many other necessary things.

There are many Football Coaches, capable of looking after the physical condition of their charges, who do this added duty, but in so doing the coaching suffers. Because modern football not only takes all the time of the Head Coach, but of several assistants as well, the old time coaches endeavor to have some experienced man look after the many details of the training and conditioning of the team. The coach looks after the fundamental training of the game, the advanced program, the selection of players, instructing these men in the intricacies of the game, planning the offense and defense; he has supervision of the scouting

and the many other details connected with the coaching which keeps him well occupied; in addition to the burden of this work there is the mental and physical strain to which any coach is subjected.

The experienced coach will give the trainer the authority and responsibility of looking after the physical needs of the team. The trainer's duties (if properly invested with the above authority) will be to watch the condition of the players, regulate their food and sleep, and look after the general health of the individual members of the squad, always being in direct touch with a physician. He will watch the players for signs of fatigue and loss of weight; he will check up the sleeping quarters at home and on trips, and in consultation with the Coach arrange the trips so that they will be the least tiresome; he will properly tape and bandage the players, see that the equipment is suitable, help to keep up the morale of the team, especially the latter part of the season.

The Head Coach and Trainer must have confidence in each other's ability; each must realize the other is doing everything possible to assist in the building up of the team. The Head Coach is responsible for the season's results and consequently should be the one in authority; but he must be broad enough to take advice from his assistants as to the playing end of the game and from his trainer as to the physical condition of the team. Just as soon as a football coach, whether experienced or not, insists on having everything his way, the assistants and trainer will quit their assignments.

Should a team lose an important game, the real high calibred coach will take it as part of the game. Some coaches will imme-

diately look for an alibi and one of the first alibis offered is the "poor condition of the team." Many times a team may be in poor condition due to varied circumstances such as difficult or poorly arranged schedules, numerous trips and injuries, but the real coach with the rest of the staff will assume the responsibility. Anyone can be a good winner as the old saying goes, but it takes a real high class man to be a good loser in football.

A winning football coach is the hero of the hour and deserves all the good things said about him. A losing coach must keep a stiff upper-lip and pass by all the adverse criticism flung at him; he must make the best of these calamitous occasions. Either a football coach is a great fellow and a wonderful coach or he is a "dub" according to the way you look at it.

A trainer is either a "dub" or nothing, that is if the team is a winner really no credit is given the man who looks after the condition of the team, unless the coach is responsive enough to insist on some credit being given him for his work. On the other hand a losing team's followers will in many instances blame the losses on the poor condition of the team.

The older men in the training end of football are gradually getting away from this work due to the thankless nature of it. True, a man is receiving a salary for his work, but regardless of this, a word of praise now and then when deserved, gives him a certain satisfaction and increased interest in his efforts. Many of those in authority, wrongfully consider the conditioning of a football squad as the smallest part of the routine.

The novice football coach who

(Continued on page 50)

# DIFFERENT SYSTEMS OF FOOTBALL SIGNALS

BY

FRANK B. BRIDGES

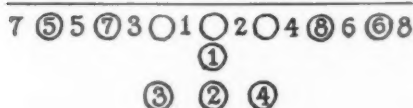
*Mr. Bridges is Head Coach and Athletic Director at Baylor University, Waco, Texas. He has won both the football and baseball championships in the Southwest Conference since going to Baylor. From 1909-1916 he was Physical Director of the Columbus, Georgia, Y. M. C. A. and Coach of the Columbus High School. In 1916-17 he was Physical Director of the Shreveport, La., Athletic Club and Coach of the Shreveport High School. From 1917-20 he was Supervisor of Physical Education and Athletic Coach of the Fort Smith Public Schools. In 1920 he went to Baylor.*—EDITOR'S NOTE.



There are many systems of signals used in football and I will briefly discuss a few of them in this article.

The system of numbering the spaces between the linemen and outside of them and numbering the man who is to carry the ball was one of the first systems ever used and is still used a great deal. In this system the first digit of a number would denote the man to carry the ball and the second digit of the same number the place through which the ball is to be carried. Example: 38 would be left half around right end. This may be used in different ways. If one number is used

it might be the first, second or third number called. In the following illustration the third number called is the signal: 92-21-38-79-82. In another variation of this system the last digit of the first number designates the man who is to carry the ball, and the first digit of the second number shows where the ball is to be carried: 93-89-23-76. The objection to this system is that key numbers or letters have to be used for dou-



ble and triple passes, forward passes, delayed plays, in and out plays, and trick plays.

A similar system is that of numbering the men and the space outside of both ends. The combinations for giving the signal are the same as explained in the first system with the advantage that if the wedge system of line play is used, the line man over whom the

ball is to be carried heads the wedge. The same disadvantage (that of having to have a key number for double passes, etc.) is found in this system.

A third system is that of using the ten digits for different parts of the offense. Illustration.

1. Full over center.
  2. Half straight over guard.
  3. Cross buck mass on tackle.
- Half carrying the ball.
4. End run by half back.
  5. End run by quarter back.
  6. Forward pass by half back.
  7. Forward pass by quarter back.
  8. Delayed buck by double pass.
  9. In and out play. Half back carrying ball.
  0. Kick.

The first digit of a number is the direction of the play and the second digit of the same number is the play. Even numbers to the right and odd to the left. Illustration using third number as signal number follows: 78-23-64-91. Digit 6 even; direction right. Digit 4 play; left half around right end. The combinations for giving the signal as in the first system may be used, i. e., the last digit of the first number the direction, and the first digit of second number the play, etc.

The system of numbering each play is now the one most generally used and by far better than the systems before mentioned. Each play has a number for both directions, right and left. An end run by the quarter around right end being 30, the same play around left end would be 31. They may be so arranged that all plays in the 20's are straight away plays, all plays in the 30's cross buck plays, in the 40's delayed plays, in the 50's passes, etc. This is a simple system when formations are changed and only one signal is needed regardless of

how many formations are used, i. e., if 30 is an end run at regular formation it would also be an end run at punt formation, the quarter first calls the formation and then the signal.

The manner in which the signal is given has many variations. The first, second or third number called might be the signal. Illustration: 30 is an end run to the right and the second number called is the signal: 74-30-22-81-76. Adding the first and second numbers may also be used. Illustration: 21-9-72-86. In this 30 is the signal and by adding the first two numbers, 21 and 9, the signal number 30 is given.

Another method is that of using the last digits of the second and third numbers called. Illustration: 75-23-80-61-44. Number 30 is the signal to be used. The last digit of the second number called is 3, and the last digit of the third number is 0; by placing them beside one another the signal 30 is given.

Again the signal may be given by having a key number and the number called after the key number is the signal. Illustration: The key is any number whose last digit is 0 or 5 and the next number the signal: 71-85-30-72-16. Another series using 0 as the key: 87-96-41-90-30-72. In the first, 30 the signal, follows the digit 5 and it happens that it is the third number called. In the second, 30 the signal, follows the digit 0 and it is the fifth number called.

Simplicity should be the keynote in all signals. The less thinking a team has to do the better the plays will be run. Another thing to keep in mind is that it is a great deal easier for a team to get signals when they are numbered so that even numbers go to the right and odd to the left, than if used in the reverse of this.

# SUMMARY OF THE CHANGES IN THE BASKETBALL RULES FOR 1924-25

By DR. WALTER E. MEANWELL

*The JOURNAL is pleased to announce that Dr. Meanwell is preparing a series of basketball articles that will be of value to the basketball coaches. The next article will appear in an early edition of the JOURNAL. Dr. Meanwell's teams have won first or tied for first in twelve seasons of Western Conference and Missouri Valley Conference basketball.*—EDITOR'S NOTE.



But few changes of importance were made in the basketball rules for 1924-25 by the Joint Rules Committee at its annual session,

held in New York City last April.

The following changes are about all of importance:

1. Duties of the umpire. The umpire, upon signal from the referee, shall toss the ball up when held ball occurs near him. The umpire should move about the court in such a way that he can cover violations and fouls which cannot be seen clearly by the referee.

2. Fouls committed by a player while he, or a member of his team, is trying for goal from field. The ball is dead at the time the foul is committed and the goal, if made, does not count, unless the foul occurs after the ball has left the shooter's hands.

3. A pivot takes places when a player who is holding the ball steps one or more times in any direction with the same foot, the other foot, called the pivot foot, being kept at its point of contact with the floor. A player who receives the ball while standing still may pivot. After pivoting, if he is to dribble, he must get rid of the ball before the pivot foot leaves the floor. If he is to

pass or throw for goal, the pivot foot may be lifted, or he may jump, but the ball must leave his hands before one or both feet again touch the floor.

4. "Jump Ball." If a player violates the jumping rule by taking his hand from its proper position before the ball is tapped and the offended team gains the advantage on the tap in spite of the violation, the officials are authorized to permit play to continue and not to penalize the violation. If a player taps the ball before it reaches its highest point, or catches the ball before it is tapped, a foul is to be called for delaying the game.

5. If two or more substitutes of the same team go on the court at the same time without reporting, only one foul is to be called, this being charged to the captain of the offending team.

6. A multiple throw takes place when two or more free throws are awarded to the same team.

7. The intermissions between the first and second, and the third and fourth quarters of high school games have been reduced to one minute each, and the corresponding intermissions for younger boys have been reduced to two minutes each.

8. Supplementary statements have been added to Rule 15 relating to personal contact, blocking and the dribble. Photographs of the various plays have been inserted following the rules.



# **The ATHLETIC JOURNAL**

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## **PHYSICAL FITNESS**

The following appeal recently issued by the Secretary of War is of especial interest to the physical educators of the country. If complete examinations of the school and college students were not made on Defense Day, there is still time for this work to be accomplished. If the physical educators do not assume the responsibility for seeing that physical and medical examinations are conducted this fall in their respective institutions, no one else will. The opening week of school presents the opportunity for making the inspection. What a fine thing it would be if every physical educator would conduct an examination this fall and then do everything possible to assist those in need of remedial measures.

**By JOHN W. WEEKS**

**(Secretary of War)**

Washington, D. C., Sept. 7. (Special)—The "defense test" on September 12 presents an appropriate occasion for every citizen to make an inventory of his physical condition as a personal contribution to the defensive strength of the nation.

I ask especially that fathers and mothers on that day have the physical condition of their children investigated. I am hopeful that medical men in each community, as a patriotic service, will issue friendly advice to their fellow citizens and set the day apart for examination purposes.

With regard to physique, draft statistics, life insurance experience and industrial studies indicate that about half of our population is subnormal. The draft statistics show that 46.8 per cent of the 2,750,000 whose medical records were complete were defective. Of all examined, 29.1 per cent—more than one-quarter—were rejected as physically unfit for unlimited service and 17.7 per cent more—almost an additional one-sixth—had to be classed as fit for limited service only.

It is conservatively estimated that preventable illness and curable physical defects cause an annual industrial loss of at least \$1,500,000,000 per year. An appraisal cannot be made of the distress and suffering involved.

The physical examinations conducted for the citizens' military training camps point to the same national weakness. But they also emphatically prove that practically all these defects can be cured if discovered in time and the proper exercise is applied before they become permanent.

Each community could do what the war department is doing.



Their combined efforts would reach our total citizenship, while the army's field is limited. The physical standard of all our citizens could be brought close to normal if the subject received the attention demanded.

It may be too late for any such constructive action on a nation-wide scale to eradicate the physical weakness of the present generation, but it certainly is not too late to prevent the oncoming generation from developing similar defects.

From the defense point, the present physical weakness in our citizenship as a whole is serious. It places the nation in the position of having to defend itself with one arm tied behind its back. It is just as serious from a citizenship standpoint. A nation that is healthy physically is sound mentally and morally. The blood that feeds the brain is generated in the body.

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## PRESERVE YOUR JOURNALS

One hundred and thirty coaches and athletic authorities have contributed articles to the *ATHLETIC JOURNAL* in the four years that this magazine has been published. Some of these men have written several articles. A few have published their articles in book form after the articles appeared serially in the *JOURNAL*. The opinions that have been advanced by these writers should be of value to every coach and athletic director, even though the former may advance ideas that the latter cannot accept. The editor of the *JOURNAL* finds that he is not always in accord with the beliefs of some of the men who have presented articles over their own names in the *JOURNAL*. However, he is convinced that everyone should have the privilege of presenting his opinions and believes that the coaches as a class are competent to determine what theory or plan best suits them. Of course, the *JOURNAL* would not print an article that contained traitorous or disloyal statements, nor would it knowingly carry an advertisement or editorial matter that might be harmful to its readers. In fact, it has refused to accept some advertisements when it appeared that the value of the goods in question was dubious.

The purpose of this editorial is to suggest to our readers that the *ATHLETIC JOURNAL* for the year may be preserved and bound at a minimum cost. Further, complete indexes of the contents of each volume will be issued from time to time. An index of Volumes One, Two, Three and Four was published in the June, 1924, *JOURNAL*. For Volume Five the index will be issued in June, 1925. Local printers or binders will bind the magazines so as to preserve them for library uses.

In this connection the coaches of the country have evinced so much interest in the *ATHLETIC JOURNAL* and our subscription list has grown so satisfactorily that this number contains fifty-six pages of reading matter instead of the usual forty-eight pages. It is planned to enlarge the magazine from time to time as its growth warrants.

If you have been helped by the articles which have been contributed by other coaches, won't you in turn pass on to them your ideas. If you have experimented with some problem in coaching or administration, tell the others about your conclusions. The pages of the *JOURNAL* are open to the athletic coaches. Send in your contributions.

## LIMITING SUCCESS

So many persons are suggesting one plan or another these days for placing limits on success in athletics that serious thought should be given to the matter. Dr. Henry S. Curtis, Director of Hygiene and Physical Education in the State of Missouri, before the thirty-first annual convention of the American Physical Education Association is quoted as follows:

"In discussing the significance of coaching we have to consider first the objects of athletics. Our student body has decided in general in this country that the object of play is winning. But from the point of view of the state, which is equally interested in all of its citizens, winning cannot appear as an object. It is impossible for all to win. There will always be many more losers than winners. Winning has assumed abnormal importance among us. It is this which turns sport into work and is responsible for professionalism, rowdyism and betting. Playing to win is not playing for the love of play and is not strictly amateur."

Further, the American Physical Education Review has the following to say editorially about limiting competition:

"As to the existence of abuses in intercollegiate athletics, there seems to be but one opinion. Many of these abuses are appearing in interscholastic athletics. We should welcome any plan which bids fair to eliminate some of these evils while retaining the good, and such a plan has been suggested during the last few years. It first came to our attention from Dr. Edgar Fauver of Wesleyan University and is merely this—that no individual should be permitted to represent his college in a given sport for more than one season."

If we prescribe barriers limiting achievement in athletics, will we stop there or will we place prohibitions against specialization in science, or medicine or art? Is it not just as reasonable to insist that our full professors who now devote a great deal of their time to instructing a few graduate students should instead give all of their time to underclassmen, as to suggest that the brilliant athletes should be neglected in the interest of the less brilliant? Formerly we have been led to believe that such specialists as Michal-Angelo and William Shakespeare were worthwhile and that the courts which made possible their championship performances had thereby benefited society. If we decree that thus far we may go in one form of human endeavor and no farther, will we also join forces with the communists and nationalize property or insist that individuals may only own a certain amount of property?

It is well that we require our athletes to carry their academic work satisfactorily in order to compete on the team—otherwise some of our athletes might not receive all around training and thus be inadequately prepared for their life work. It is wise to limit the number of games that a team shall play as we limit the number of hours for which a student may enroll in class work. These limitations, however, are made in the interest of the students in question and not for the purpose of restricting the effort of some to help the less ambitious or brilliant students.

There are two points involved in this philosophy so new to our educational life—first, will we elevate the masses by restricting the endeavors of the brilliant performers? It is doubtful if the results desired can thus be attained; second, if we do not allow our students to attain the heights by means of hard work, perseverance and sacrifice, in short if we scorn to develop leaders, will the common good be enhanced? There are questions which should not be lightly answered for our whole scheme of life

has hitherto been based on the idea that success was honorable and that the man at the foot of the ladder received inspiration from the man who had climbed to the top.

It is begging the question to say that Pavo Nurmi's achievements do not rank with those of Leonardo de Vinci's. It would be a sorry world if it were made up exclusively of great artists, or great philosophers, or great students of Greek. We need leaders in all forms of human activity that make for the betterment of human life, and until it can be shown that athletics are debasing instead of ennobling, we may well hesitate to accept the new philosophy.

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## AMERICAN FOOTBALL

This is the season of the year when the youth of America will devote considerable time to the typically American game of football. Approximately a half million boys will play football in the next ten weeks, and several million fellow citizens will witness the games and will follow the fortunes of the players.

This is not an alarming situation. North American football is to be preferred to South American revolutions. It is well that our young men satisfy the human fighting instincts on the athletic field in accordance with certain well-defined rules and under the authority of appointed officials, rather than in the mediæval manner. In Italy the young men wear the black shirts of the Fascisti, carry guns and get a thrill out of the fact that they and Mussolini constitute the government. In Germany and Russia the communists, who may be likened to the losers in a game, are insisting that the winners share with them the prizes which the latter have won. The men who play football this fall and score fewer points than their opponents would scorn to ask that handicaps be placed on the more successful so as to enable them (the losers) to share the winner's prize.

Football needs no defense since, as it is now conducted, character is developed on the gridiron playing fields and American life will be better and cleaner and more sturdy a few months hence because of the lessons learned and exemplified on the trampled, chalk-marked battlegrounds of our schools and colleges.

The football coaches have a grave responsibility, however, and they will accomplish the best results if they will recognize certain fundamental truths which are: First, that a free people respects the decisions of its appointed judges. Our courts, being manned by human beings, sometimes err, but we must abide none the less by the court's decrees. Some football officials this fall will make mistakes in calling certain plays, but sportsmen will accept the decisions nevertheless without whining. Second, the games must be played according to the rules. The man who purposely violates the rules of the game is a cheat and a poor sportsman. The American people may choose what laws they will observe, but they insist that our athletic games be played according to the code. No coach will succeed who persistently attempts to beat the game. Third, there is no royal road to success in football; honest effort alone will count and, other things being equal, victory will perch on the banner of the man who is willing to pay the price for success.

# STRATEGY MAP

BY

H. A. HUNTER

*It has been repeatedly suggested that the ATHLETIC JOURNAL is published for the athletic coaches in the schools, colleges and Y. M. C. A.'s. There is no other publication which deals exclusively with the practical problems of the athletic coach. The coaches are invited to make use of the JOURNAL as a medium through which they may exchange ideas. Thus all will be benefited and the game improved. Mr. Hunter has contributed the following suggestion with the idea of making known the results of his experience. Mr. Hunter graduated from the University of California in 1917. When at California he had the opportunity of studying football under Andy Smith and track under Walter Christy. He served two years in the world war and then became Athletic Director at Mount Diablo Union High School, Concord, California. In the four years at Mount Diablo his major sports teams won nine out of a possible thirteen championships and were never below second place. He is now Principal of the Union High School at Kelseyville, California. His interest in athletics will still continue no doubt.*—EDITOR'S NOTE.

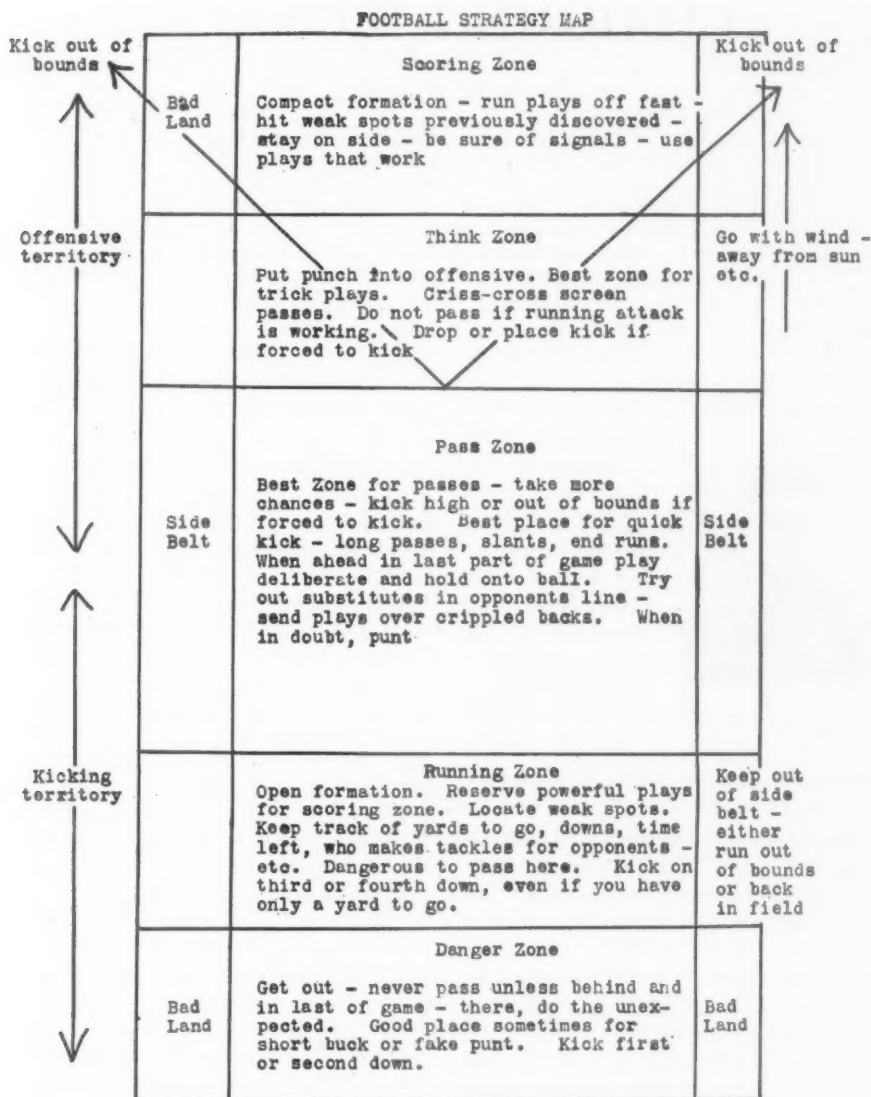


One of the hardest jobs, which faces the high school coach is the development of a quarterback who will use the right plays at the right

time, know something of football psychology and have a commanding voice, since few boys combine these desirable characteristics. In order to develop field generals and to give all my squad something about football strategy, I had the commercial department strike off enough copies of the map reproduced below, so that each boy on the squad might have one. I claim very little originality for this map as it is based on Mr. Rockne's article that appeared in the Journal in October, 1921. In our regular "skull" practices I explained the map to the boys, had each boy sign his name to his copy and impressed them with the fact that these maps contained valuable information for our opponents—hence they were not to be strewn around. I was fortunate enough

to have passes for my boys to the games at California field, so I had as many as possible attend. They sat in a body and observed the strategy employed there. The comments brought home by the boys were gratifying. Then the boys scouted our rivals when possible and reported how certain games were lost by taking unnecessary chances and by poor strategy. I kept quiet about the matter as much as possible, letting the boys pick out the flaws. We won our most important game, for example, because our opponents kept in a crippled safety man who couldn't catch a punt. My quarter kept kicking to him until he fumbled a punt and my end fell on it, winning the game against a much heavier team 13-7. Furthermore, I encouraged my players to officiate at weight and grammar school games. By the time the season ended they were officiating as well as paid officials.

Just whether the putting of this printed information into so many hands is a good thing or not in general, I am not sure, but feel that in my particular case it was.



Question: In the case of a wet ball, may the center lift it from the ground for the purpose of wiping the mud off the ball?

Answer: This is left to the discretion of the referee. If he allows both centers to do this it is fair and the only objection is that the game may be prolonged.

Question: Do the football rules specify that the goal posts shall be set in the end zone with the cross bar extending over the goal line?

Answer: The rules state that it is permissible to use such goal posts but do not specify that these shall be used.



# CHARGING SIGNALS

By A. B. Wimberly

*Mr. Wimberly was graduated from Washington and Jefferson University where he played for three years as tackle, guard and center. His last year he was chosen as all-American guard by leading football critics. He coached at Westminster College, Pennsylvania, for two years and for three years at Illinois Wesleyan University, where his football and basketball teams were highly successful. He is now beginning his second year as football coach at Washington University, St. Louis, Missouri.—EDITOR'S NOTE.*

It is generally agreed, I believe, that every system of signals whether dealing with the general



scheme of play or charging signals should be just as simple as possible and yet not be too easily deciphered by the opposing team. If this is true of signals

dealing with the very foundation of a team's system of attack, then it would be a very costly error to load a team up with complicated charging signals for the simple reason of gaining a slight advantage in starting simultaneously with the ball, for a team cannot charge ahead of it without intentionally trying to beat the ball, even if so slightly that it will be difficult for the officials to detect it. This of course would be contrary to the football code of ethics and should not be coached.

The object of a charging signal is not to charge ahead of the snapping of the ball but simultaneously with it. When a charging signal of this character is so devised and well learned, and smoothly and evenly executed there can be no doubt but that it is legitimate. By the use of such a signal, the offensive team knows, or is supposed to know,

the exact instant the ball will go into play, and knowing this, they will spring into action at identically the same instant the ball does, whereas if they waited until they saw the ball move they would be leaping into action after the snap back had started and not along with it. But the defensive team, not knowing when the ball is going into play, can only go into action after they have seen the ball or their opponents make a starting or charging movement. This puts them a trifle behind in the charge, and this trifle should be sufficient to put them at a slight disadvantage in attempting to break through or charge back the offensive team. This, theoretically, is correct reasoning, as I believe most everyone will agree with me, yet it will not always work out satisfactorily, as I have found by experiment.

In past seasons I have used the concealed charging signal in various ways and found that it worked with great success against some teams while against others I found it gave us no advantage whatever. If both teams were on edge one would charge just about as fast as the other, due perhaps to some one of the offensive team tipping off by some movement when the ball was to be snapped. I have found that we have just about as much success in having our quarter back call out sharply and snappily the simple word



"hike" as a signal for the ball to be passed. True enough the opposing team knows as soon as the men on offense when the ball will be snapped and can charge accordingly, yet I think that because the offensive team is used to the rhythm and manner of its quarter calling signals, there is just a slight advantage to be gained. Teams have won games from the very best in the country with just such a simple charging signal.

This discussion, however, brings us to the question of the different methods of charging signals which of course will have to depend upon the style of attack used. It is obvious that one could not use a hidden or concealed charging signal with a quick shifting attack. We will take up first the hidden number and a few ways of using it, second the simple method of the word "hike" as used with quick shifts, and third, the huddle system.

The charging number may be a certain number appearing after the key number in the second series. The team charges on the first number after the key—for example, 4 is the key to charging number 7943—the ball is passed and the team charges simultaneously with the number following the key. It may be the second or even the third number following the key, as a variation depending on the choice of individual teams. Another method is to have the quarter give his signals in two different sets or series as before. The first set denotes the play and is also the signal for snapping the ball. The ball goes into play automatically at a certain point of the second series depending upon the key in the first series of numbers. For example, if the first number of the first series is an even number, then the ball will be snapped back on the second num-

ber of the second series, but if the first number of the first series is an odd number then the ball will be snapped back on the third number of the second series. There are other ways of giving the charging signal numbers but we will give only these two illustrations here.

If a team is using a quick shifting attack, it is far better not to attempt the use of a charging signal, but if any is used it had better be the simple word "hike" called by the quarter in rhythm with his shifting men.

The huddle system came into existence about four years ago and has proved very effective where there are large crowds or where the crowds are so close to the field of play, that the noise of the spectators would prevent the players hearing the signals. The weakness of the huddle system lies in the fact that there may be eleven men attempting to call signals. This may be overcome by instructing all members of the teams to remain quiet and by having a quarter who has the respect of the team call the signals. Since the huddle system is a form of shifting attack, it is best to use only the word "hike" called by the quarter. As all the members of the team come to a halt, the ball should be snapped and the team charge simultaneously with his command.

In closing, I may say that it has been my experience that players will become accustomed to any system, if it is simple.

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Question: If a player goes out of bounds on a play, then comes into the field of play and receives a forward pass, what penalty should be imposed?

Answer: This should be ruled as an incompleting pass and the penalty may be declined.

# CLASS FOOTBALL

By John L. Griffith

With the opening of school many directors and coaches will be confronted with the problem of providing class work for boys who for various reasons are not candidates for the team but who would be benefited by the daily practice of football fundamentals. The purpose of the course, the outline of which follows, is to teach, insofar as possible each man in the class to execute the fundamental movements incident to the playing of every position on the team.

At the end of the course, each member of the class will be required to demonstrate the methods of kicking, catching passes, catching punts, taking the ball from center by direct passes and otherwise, the different methods of blocking, tackling, and the other rudiments. A certain amount of time may be devoted each day to the playing of games which involve football principles, the purpose of this being to vary the tedium of practice of fundamentals, to provide quickening exercises, and to drill on the rudiments in the guise of games.

After the first few days, the men will be formed into teams and scrimmaged for a few minutes each day. The purpose of this scrimmage will be not to develop teams, but to give the men an opportunity to practice the rudiments which have been taught to individuals in relation to actual team play. In this scrimmage practice the men should be shifted so that every man will get a working knowledge of the playing of each position.

The instructor will determine according to the age and experience of the individual members

of the class whether the technique of the fundamentals should be presented thoroughly with an emphasis on methods or in a more general manner stressing the play spirit. For instance, as regards the fundamental of the quarter passing the ball to a half-back the center passes the ball to the quarter and the quarter passes to a half. Here three important movements of as many different men are involved—first there is the center. A careful instructor will insist that the man snapping the ball back shall take the correct stance, second, that he will pass the ball in the proper manner, and third, charge into an imaginary opponent. Next the study of the methods by which the quarter handles the ball is involved. Attention should be given to the quarter-back's stance, his method of taking the ball from center and his movements after passing the ball to the half-back. Then there is the question of the half-back's starting position, his manner of receiving the ball and the different paths which he may take, viz: the slant, straight ahead, angle, in and out with the different manner of carrying the ball on each run.

The course is planned on the basis of forty-five minutes per day. The instructor will vary the periods to fit the needs of his class:

## First Day

- 2 min. Roll Call.
- 10 min. Talk explaining the purpose of the course, the equipment needed, etc.
- 5 min. Setting-up drill.
- 2 min. Demonstration by instructor of the method of catching and holding the

ball on a short pass from the quarter-back for a run.

12 min. Practice above in circle formation.

Pass both to the right and left.

2 min. Demonstrate method of catching and holding ball on direct pass from center for a run to the right. The receiver is stationary.

12 min. Practice catching and holding the ball on a direct pass from center for a run to the left. The receiver is stationary.

#### Second Day

2 min. Roll Call.

5 min. Setting-up drill.

2 min. Demonstration of method of falling on the ball.

15 min. Falling on the ball.

2 min. Demonstration of the method of punting and catching punts.

19 min. Practice punting and catching punts.

#### Third Day

2 min. Roll Call.

5 min. Setting-up drill.

2 min. Demonstration of the method of forward passing.

20 min. Forward passing and catching passes.

2 min. Demonstration of cart-wheel block.

14 min. Cart-wheel blocking.

#### Fourth Day

2 min. Roll Call.

5 min. Setting-up drill.

3 min. Demonstration of line blocking and charging.

15 min. Practice on line blocking, 2 men on offense against defensive man.

2 min. Demonstration of place kicking and goal kicking.

18 min. Practice in place kicking and goal kicking.

#### Fifth Day

2 min. Roll Call.

5 min. Setting-up drill.

15 min. Practice method of catching and holding ball on short passes from quarterback.

2 min. Demonstration of tackling the dummy.

15 min. Practice tackling the dummy.

6 min. Signal practice for simple formation with dummy scrimmage showing what each man does.

#### Sixth Day

2 min. Roll Call.

5 min. Setting-up drill.

10 min. Tucking ball away.

13 min. Line block two offensive men against a defensive man.

15 min. Punting and catching punts.

#### Seventh Day

2 min. Roll Call.

5 min. Setting-up drill.

10 min. Practice receiving direct pass from center.

15 min. Cart-wheel blocking.

13 min. Signal practice.

#### Eighth Day

2 min. Roll Call.

5 min. Setting-up exercise.

10 min. Taking ball from quarter on runs and plunges.

15 min. Tackling dummy.

13 min. Signal practice.

#### Ninth Day

2 min. Roll Call.

5 min. Setting-up drill.

15 min. Demonstration and practice in use of stiff arm.

15 min. Line blocking.

8 min. Sprint to determine the fast men in the squad.

#### Tenth Day

2 min. Roll Call.

5 min. Setting-up drill.

13 min. Charging on charging machine.

15 min. Place kicking, drop kicking, and goal kicking.

10 min. Cartwheel blocking.

#### Eleventh Day

2 min. Roll Call.

- 5 min. Setting-up exercise.
- 10 min. Taking direct passes from center for runs.
- 15 min. Tackling: Line half the class on line to run with the ball, with the other half tackling. Count the number of successful runners.
- 13 min. Signal practice on formations.

#### **Twelfth Day**

- 2 min. Roll Call.
- 5 min. Setting-up exercise.
- 15 min. Punting and catching kicks.
- 15 min. Demonstration and practice sidestepping, reversing by backs, and open field running.
- 8 min. Signal practice on formation.

#### **Thirteenth Day**

- 2 min. Roll Call.
- 5 min. Setting-up exercise.
- 15 min. Line blocking.
- 15 min. Place kicking, drop kicking and goal kicking.
- 8 min. Signal practice on formations and charging.

#### **Fourteenth Day**

- 2 min. Roll Call.
- 5 min. Setting-up exercise.
- 10 min. Falling on the ball.
- 15 min. Punting and catching kicks.
- 13 min. Signal practice on formation and charging.

#### **Fifteenth Day**

- 2 min. Roll Call.
- 5 min. Setting-up exercise.
- 15 min. Cartwheel blocking.
- 15 min. Forward passing and catching passes.
- 8 min. Signal practice on formation with charging.

#### **Sixteenth Day**

- 2 min. Roll Call.
- 5 min. Setting-up exercise.
- 15 min. Place kicking, drop kicking and goal kicking.
- 15 min. Line blocking.
- 8 min. Signal practice on formation with charging.

#### **Seventeenth Day**

- 2 min. Roll Call.
- 5 min. Setting-up exercise.
- 10 min. Falling on the ball.
- 10 min. Cartwheel blocking.
- 10 min. Practice use of stiff arm and sidestepping.
- 8 min. Signal practice on formation.

#### **Eighteenth Day**

- 2 min. Roll call.
- 5 min. Setting-up exercise.
- 15 min. Tackling dummy: Have loose ball at the end of the dummy, having tackler jump up and fall on ball after making tackle.
- 15 min. Forward passing.
- 8 min. Signal practice with charging.

#### **Nineteenth Day**

- 2 min. Roll call.
- 5 min. Setting-up exercise.
- 15 min. Line blocking.
- 15 min. Punting and catching punts.
- 8 min. Practice sidestepping and reversing.

#### **Twentieth Day**

- 2 min. Roll call.
- 5 min. Setting-up exercise.
- 8 min. Quick starting and charging.
- 15 min. Cartwheel blocking.
- 5 min. Falling on the ball.
- 10 min. Signal practice with charging.

#### **Twenty-first Day**

- 2 min. Roll call.
- 5 min. Setting-up exercise.
- 10 min. Punting and catching punts.
- 10 min. Tackling dummy.
- 10 min. Sidestepping, reversing, and open field running.
- 8 min. Signal practice on formation with charging.

#### **Twenty-second Day**

- 2 min. Roll call.
- 5 min. Setting-up exercise.
- 10 min. Place kicking, drop kicking, and goal kicking.
- 5 min. Line blocking.
- 5 min. Tucking ball away.



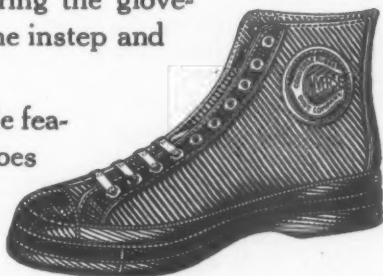
## Looking Ahead!

Desirous of living up to its reputation as the pioneer in basket-ball shoe manufacturing, Converse Rubber Shoe Company is constantly striving to improve basket-ball footwear, with the help of leading coaches and players.

In pursuance of this policy the Converse line of Basket-ball Shoes for 1924 will carry the new "Peg-Top" construction, a feature that eliminates all possibility of discomfort or cutting by the top of the "upper" at the Achilles tendon, at the same time adding nothing to the weight or height of the shoe.

In addition to this, 1924 construction includes an improvement in the cut of the eyelet stays at the toe, allowing more toe-room without endangering the glove-fitting qualities of the shoe over the instep and ball of the foot.

This year, as always, the notable features of Converse Basket-ball Shoes are *glove fit, perfect traction, minimum weight and maximum service.*



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10 min. Signal practice on formation with charging.

8 min. Scrimmage.

#### **Twenty-third Day**

2 min. Roll call.

5 min. Setting-up exercise.

5 min. Falling on ball.

5 min. Forward passing and catching passes.

10 min. On charging machine.

8 min. Taking direct passes from center and running to right and left.

5 min. Signal practice on formation with charging.

5 min. Scrimmage.

#### **Twenty-fourth Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Punting and catching punts.

10 min. Cartwheel blocking.

10 min. Practice in use of stiff arm.

8 min. Signal practice on formation with charging.

#### **Twenty-fifth Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Tackling each other.

10 min. Forward passing and catching passes.

5 min. Line blocking.

8 min. Signals practice on formation with charging.

5 min. Scrimmage.

#### **Twenty-sixth Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Demonstration and practice of line blocking on punts and forward passes.

10 min. Sidestepping, reversing, and open field running.

13 min. Signal practice on formation with charging.

5 min. Scrimmage.

#### **Twenty-seventh Day**

2 min. Roll call.

5 min. Setting-up exercise.

5 min. Falling on the ball.

5 min. Forward passing.

15 min. Blocking: Two halfbacks taking an end; backfield

man on receiver side of a punt blocking and coming down the field.

6 min. Signals on formation with charging.

7 min. Scrimmage.

#### **Twenty-eighth Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Tackling.

10 min. Place kicking, drop kicking, and goal kicking.

5 min. Tucking ball away.

6 min. Signals on formations with charging.

7 min. Scrimmage.

#### **Twenty-ninth Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Punting and catching punts.

10 min. Blocking: Any method of line block.

10 min. Forward passing.

8 min. Signal practice.

#### **Thirtieth Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Place kicking, goal kicking, and drop kicking.

10 min. Tackling.

5 min. Tucking ball away.

6 min. Signals.

7 min. Scrimmage.

#### **Thirty-first Day**

2 min. Roll call.

5 min. Setting-up exercise.

15 min. Taking ball from quarterback for run to right and left; taking direct passes from center for runs to right and left.

10 min. Cartwheel blocking.

6 min. Signal practice on formations with charging.

7 min. Scrimmage.

#### **Thirty-second Day**

2 min. Roll call.

5 min. Setting-up exercise.

10 min. Place kicking, drop kicking, and goal kicking.

10 min. Charging on the charging machine and other exercises to increase line-



- man's speed and drive.  
 5 min. Falling on the ball.  
 5 min. Signal practice.  
 8 min. Scrimmage.  
**Thirty-third Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Line blocking.  
 15 min. Sidestepping and open field running. Have back man run through line of men 10 yards apart, sidestepping and shifting ball so as to use stiff arm on each man.  
 5 min. Signal practice on formations with charging.  
 8 min. Scrimmage.  
**Thirty-fourth Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Place kicking, drop kicking, and goal kicking.  
 10 min. Forward passing.  
 10 min. Signal practice on formations with charging.  
 8 min. Scrimmage.  
**Thirty-fifth Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 15 min. Running back kick-off and what each man will do.  
 13 min. Signal practice on formations.  
 10 min. Scrimmage.  
**Thirty-sixth Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Receiving ball from quarter and direct passes for runs to right and left.  
 10 min. Tackling.  
 10 min. Forward passing.  
 8 min. Signals.  
**Thirty-seventh Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Punting and catching punts.  
 5 min. Cartwheel blocking.  
 5 min. Falling on the ball.  
 10 min. Signals on formation.  
 8 min. Scrimmage.  
**Thirty-eighth Day**  
 2 min. Roll call.

- 5 min. Setting-up exercise.  
 10 min. Line blocking.  
 15 min. Open field running, sidestepping, reversing, and use of stiff arm.  
 3 min. Signal practice on formations.  
 10 min. Scrimmage.  
**Thirty-ninth Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Forward passing and catching passes.  
 10 min. Line blocking.  
 5 min. Tucking ball away, handling the ball.  
 5 min. Signals.  
 8 min. Scrimmage.  
**Fortieth Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Place kicking, goal kicking, and drop kicking.  
 10 min. Tackling.  
 5 min. Falling on the ball.  
 5 min. Signal practice on formations.  
 8 min. Scrimmage.  
**Forty-first Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 5 min. Taking ball from quarter and on direct passes from center for runs to right and left.  
 5 min. Falling on the ball.  
 15 min. Blocking, all kinds.  
 13 min. Scrimmage.  
**Forty-second Day**  
 2 min. Roll call.  
 5 min. Setting-up exercise.  
 10 min. Punting and catching punts; place kicking, and drop kicking.  
 10 min. Tackling.  
 10 min. Open field running, use of stiff arm, sidestepping, etc.  
 8 min. Scrimmage.  
**Forty-third, Forty-fourth, Forty-fifth, and Forty-sixth Days**  
 A thorough test of each individual to successfully execute the fundamentals taught, and graded accordingly.

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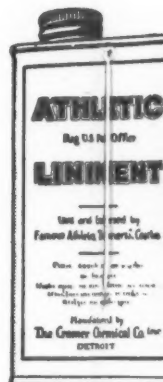
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# 1924 FOOTBALL RULES

BY

LEE E. DANIELS

*Mr. Daniels graduated from Loyola University in 1913 with a degree of LL.B. He is now a practicing attorney in Chicago and was one of the men who founded the Athletic Officials Association and is now serving as Chairman of the Board of Directors of this association. Mr. Daniels officiates extensively each fall and has made a very careful study of the rules.—Editor's Note.*

In the rules themselves can be found notations relating to the changes, but very little or nothing explaining the meaning of such changes.

In this connection the rules committee has suggested that various local organizations may be called upon for interpretation of any mooted questions on the rules. Accordingly, numerous organizations or groups have met and discussed the rules during the last thirty days, and by such discussions have arrived at what they consider uniform interpretation of those changes upon which they can agree. In a few cases they have had to submit questions to the Rules Committee.

The Athletic Officials' Association has met on several occasions and in collaboration with Mr. A. A. Stagg of the University of Chicago, a member of the Rules Committee for many years, have arrived at the following interpretations of the rules. Since Mr. Stagg is a member of the Rules Committee he was able to give invaluable information about the changes and the discussions of the Rules Committee.

The changes will be listed in the order they appear in the Spalding, 1924, Football Rules.

Page 7—note with reference to offset goal posts is self-explanatory.

Page 9—Section 3—Regarding cleats being dangerously sharp and shoulder guards being dangerously hard. It was the Rules Committee's express intention in making this

rule to prevent injury to players, although they had no intention of radically changing either type of equipment. The whole matter is left to the judgment of the officials.

Page 10—Rule 4—Section 1—and page 11—Rule 4—Section 3B, which gives the penalty for a team being late either at the beginning of the game or at the second half. The offending team loses all of its options and the offended team puts the ball in play by scrimmage on the opponent's 25-yard line or allows the offending side to put the ball in play on its own 25-yard line. It can be readily seen that the second option is practically useless since no one can conceive of a situation in a game where a team would allow their opponent the ball at a spot where they themselves could take it.

Rule 6—Section 1—abolishes the use of tees absolutely. The question was then raised as to whether a team should be penalized if the holder of the ball was offside at the time of the kick. It was ruled that his team should not be penalized and that he should be eligible to recover the ball.

Page 12—Rule 6—changes the point at which the kick-off is made from the forty-yard line as last year to the fifty-yard line.

Page 14—Rule 6—provides that when the ball is in the air from a kick or a forward pass and it touches the player any part of whose person is on or outside the side line or side line extended, it is out of bounds. It was ruled that a player is not out of bounds in this connection unless

some part of his body is touching the ground on or outside the side lines or sidelines extended.

Page 21—Rule 9—the note relative to shift plays was discussed at considerable length. It was particularly noted that the word “absolute” in connection with the word “stop” is a key word to all rulings on shift plays. In case of doubt the penalty shall be enforced. This was not taken to mean any definite or drastic change in the rule, but it was the intention of the Rules Committee to see that shift plays come to a thorough stop so that no momentum may be given to a player. A slight swaying or movement of the player’s body was not to be ruled as being in motion unless it gave him momentum.

Page 21—Rule 10—provides that a try-for point may be made from any point on or outside the *three* yard line. This change was made to encourage teams to try other plays beside goal from placement or drop kick.

Page 26 and 27—Rule 14, Section 2—relating to the number of times time may be taken out in each half without penalty. The new rule allows time to be taken out four times instead of three and changes the penalty from two to five yards. Attention was called particularly to the fact that the number of downs and the point to be gained remained the same in the event of such penalty.

Page 27—Rule 14, Section 4—is an entirely new paragraph and gives the referee authority to penalize for unreasonable delay, in the event that he feels that the offensive team is taking too long to put the ball in play, he can also arbitrarily call time and either warn or penalize the offensive team when he feels that calling of time for substitutions or for other reasons is for the purpose of lengthening the game. Under such circumstances he can instruct the timekeeper not to stop the watch. This rule was passed to prevent stalling by the team with the ball on the one hand or to pre-

vent them from lengthening the game unduly.

Page 31—Rule 16—Section 3A—calls attention to the fact that players endeavoring to receive a forward pass and players who are attempting to intercept the pass have a right of way over ineligible players of the team that put the ball in play. Consequently these ineligible players must keep completely out of the way of any members of the defensive team who are trying to intercept the pass. This rule was passed to do away absolutely with the “screen pass” that has been used by many coaches.

It was further noted under this change and under Section 3B that the Field Judge is given definite authority to rule on infractions of the forward pass rule.

Page 33—Rule 17—Section 4—the word “legally” has been left out so that any pass, whether legal or illegal, thrown forward, which strikes the ground, shall be considered as incomplete. Attention was called to the fact that in Section 5 the word “legally” was left in. An interpretation was then made to the effect that the word “legally” should also be left out of Section 5 so that any ball being passed forward striking the goal post or cross bar shall count as a touchdown.

Page 34—Rule 17—the note under Section 7A provides that a player who has gone out of bounds during the play shall not be eligible to receive a forward pass. This applies only to the offensive team. In case a man does go out of bounds and touches the pass, it shall be considered incomplete.

This penalty and the one for two eligible men touching the pass may be declined this year. This change was made apparently so that the defensive team could intercept such passes and reap the benefit of a larger gain.

Page 35—Rule 17—Section 9—the penalty for intentionally grounding a forward pass has been changed

(Continued on page 50)

# AN IDEAL PROGRAM OF HEALTH EXAMINATIONS FOR SCHOOL CHILDREN

By GEORGE T. STAFFORD

*Mr. Stafford has written a series of articles for the ATHLETIC JOURNAL, the first of which appeared in the May, 1923, issue under the subject of The Physical Director or Coach in the Field of the Physical Subnormal. Subsequent articles have dealt with the following subjects: Body Mechanics, Weak Feet, Constipation, Hernia, Athletic Injuries and Specific Injuries, and How Illinois Guards the Health of Her Students. Mr. Stafford is Assistant Professor of Orthopedics and Physical Diagnosis, University of Illinois. —EDITOR'S NOTE.*



In the April, 1924, number of THE ATHLETIC JOURNAL statistics were given showing the deplorable physical condition of many of our school children. An appeal was made for "Periodic Health Examinations." The May number of THE ATHLETIC JOURNAL showed "How Illinois Guards the Health of Her Students." The present article is offered as an ideal program of health examinations. The content of the program is the result of a survey of the various systems used throughout the United States.

The history of school medical inspection in the United States gives as the reason for its being, that of limiting the spread of infectious diseases.\* Similar starts were made in 1896 at Philadelphia and in 1897 at New York. In 1902 Providence, R. I., following an outbreak of scarlet fever, had a physician visit the school where the disease first started and also a few other schools in the vicinity. The purpose in this case was again to prevent the spread of the infectious disease. In like manner, tracing the development of school medical inspection throughout the country, it is not unusual to find that the medi-

cal inspection system first started for the purpose of protecting the community from some threatening epidemic.

Of late years the purpose of the school medical inspection has broadened and one finds a more extensive program of examination and health education. No longer is the local physician expected to volunteer his time for an "inspection" of the school children, at such time as is convenient to his practice. Not to minimize the splendid work which the volunteer physician has done, it is time for definite systems of periodic medical and physical examinations given by school physicians who devote their entire time to this work. In many cities the work is not given the attention it demands. A few states demand this examination, but the majority of states have no definite law which provides for periodic examination of all its school children.

In the survey which the writer recently carried out it was found that only the larger cities, as a rule, were giving anything like a complete examination with efficient follow-up work. A few smaller cities show the progressive spirit and report very efficient systems. The machinery of operation, expense, etc., which may become involved in complete examination systems, makes it very difficult for many of the smaller systems to carry on a real program of health examinations for the school children. It seems

\*Baker, S. J., "School Health Supervision," *Am. Jour. of Public Health*, June, 1922, page 465.



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possible, however, that more well directed effort will enable many more cities to follow an ideal program for their children. Much time and money is now spent on useless examination formulae and extensive clerical work, where nothing is being done in the way of satisfactory follow-up work after the examinations have been completed. The idea in many cases seems to be to compile a startling array of figures showing the various defects, etc., and then to stop the work at this point.

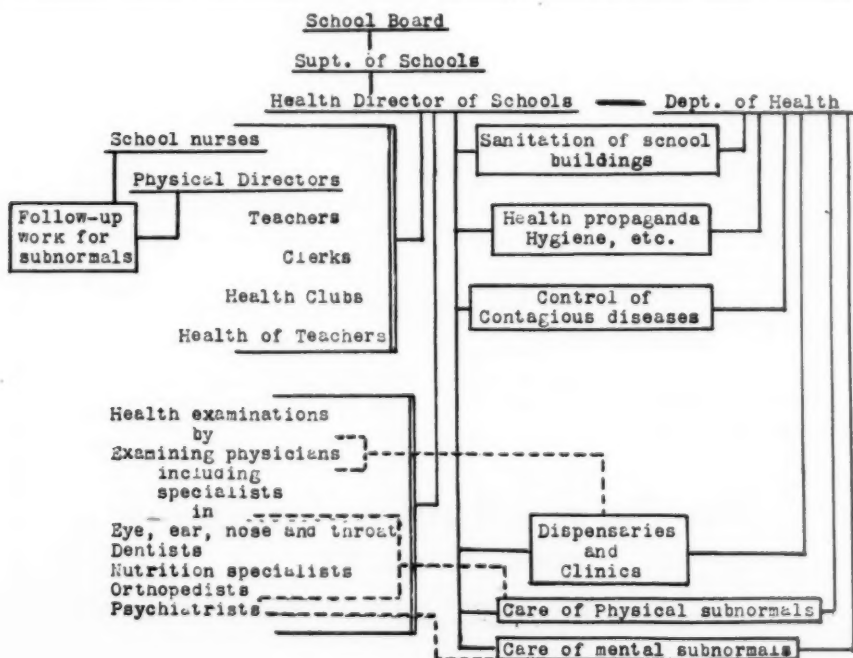
The encouraging feature of the survey is the fact that there are even a few smaller cities doing real efficient work along this line. The object of this article is to offer a suggested ideal program made up of what the writer feels is the best material taken from the various systems which were submitted. The use of this program will, of course, necessitate slight variations to fit the various conditions which one meets in his particular field.

### 1. Organization:

An elaborate organization is not necessary for the best work. Each city has a definite program to work out to meet its particular problem. It is unwise, therefore, to attempt to fit a program such as is used in Chicago or New York to a much smaller city. On the other hand, one should profit from the experiences and methods used in the larger cities and pick out from their programs the material which will be of most benefit in solving the problem of health examinations in the smaller city.

The following organization scheme is offered:

The above scheme of organization may not meet with the approval of some Health Directors in that it is linked with the Department of Health. In many instances this may not be an ideal association. On the other hand, it seems foolish to have two like organizations both working for the same goal and not linking their efforts towards this goal. It



is not suggested that the departments be combined and made into one. The work of the two departments should dovetail and the best of feeling and co-operation should dominate the work of these two departments.

The care of the physical subnormals is primarily the work of the examining physicians. The follow-up work is divided between the nurses and the physical directors. The division is as follows:

a. Nurse takes care of those needing medical attention.

b. Physical director takes cases which can be helped by gymnasium or corrective exercise work.

2. Purpose of the Health Examination:

a. Detecting any departure or departures from normal health and providing a record for the careful follow-up work of each case.

b. Regulating the physical and mental work of a pupil so as not to injure his health by overstrain.

c. To detect pupils who may have contagious diseases and minor contagious affections, for the purpose of isolating and treating these pupils, so that they may be cured and the other pupils in the school or community protected.

d. To instruct the children, and through them the parents, in methods of healthy living.

e. To classify the pupils in order that the physical director may more intelligently prescribe suitable physical activities for them.

3. Operation of the Health Examination Program:

a. The ideal program is a "Pre-school" examination with definite follow-up work for correction of defects before the child enters school. These examinations are held in May or June. In the Fall of the year ALL children, with the exception of those who showed perfect health in their pre-school examination, are given a thorough

medical examination. Definite follow-up work is done on all cases showing defects or diseased conditions.

b. Where the above is impracticable, a thorough examination of ALL children should be made with special attention given to those entering kindergarten or first grade.

c. In some cases, it may be advisable to give a thorough medical examination to all kindergarten or first grade children. In this event, emphasis must necessarily be placed on one hundred per cent follow-up work on all cases showing serious variation from normal.

Assuming that scheme "c" is used, two examinations are given each year until the defect or disease has been corrected or cured and then one examination each year for this class of pupils through high school.

For those who do not show any serious defect, but do show one or more minor defects on the first examination, a yearly examination is given for a period of at least ONE year AFTER defect has been corrected.

For those who show a clean bill of health on the first examination, a second examination is given at the beginning of the fifth school year, a third examination at the beginning of the eighth school year, and a fourth examination in the freshman year of high school.

With the above method the monthly weighing and measuring should be rigidly adhered to throughout school life.

d. Where the scheme as outlined under "c" is not practicable, the following is recommended:

Daily inspection of all children in grade schools by school nurses, teachers and physical directors. The Health Director will instruct the nurses, teachers and physical directors on the technique of inspection. Inspection will be made for defects

of vision, hearing, teeth, nasal breathing, malnutrition, skin diseases, posture, etc. All variations from normal will be referred to the Health Director for his examination. In some instances, these cases will be handled by notifying the parent of the abnormal condition and suggesting that they call at the Health Director's office or take the child to their family physician. For best results the child should be sent to the Health Director first. For this program it is necessary to emphasize class room instruction in health habits and hygiene, and monthly weighing and measuring throughout the school life of the child. One state reports over three-fourths of the school children of the state "inspected" in one year by a program such as this.

e. One of the above schemes should be used in even the poorest and smallest community, but there are still many cities that wait until a child enters high school before giving a health examination. This seems to be at the wrong end of the line. Surely if we believe in preventive measures we cannot excuse a system that allows a child to go through kindergarten and eight grades of school before a stock-taking is given his physical side of life. What would one think of a school system that allowed a child to go through this long period without a mental stock-taking? However, for cities where the first examination of the school child is given on his entrance into high school, the most intensive follow-up work must necessarily be done. At best this must be largely a repairing process, with little preventive work possible.

f. For all students participating in athletics a thorough medical and physical examination should be given prior to the playing season.

g. In the most up-to-date systems throughout the country it is customary to insist on a thorough

examination of all children who absent themselves on account of sickness for a period of over three days. This gives a very thorough check on all pupils who are indisposed and gives an accurate diagnosis of their real condition, thus preventing a child from returning to school before his condition warrants his return and also preventing the spread of disease through a child returning to school before his contagious condition is thoroughly relieved.

Whichever system is used there are certain procedures which must be carefully followed:

A. All school examinations must be completed before November first at the latest. This allows for possible delays. In actual operation in a well organized system all examinations should be completed by October first.

B. Notice should be sent to the parent or guardian of the child regarding deviations from the normal. Parents must be educated to the seriousness of diseased tonsils, decayed teeth, defective vision, faulty posture, etc. Written notices in the way of a "not too elaborate" letter should be sent in a sealed envelope by the pupil concerned. If the parent does not respond within a reasonable time, a visit should be made by the school nurse. Financial aid may have to be arranged for in some cases. This the school nurse should be prepared to do through the various welfare organizations. In all cases where the question arises, it is best to advise that the parent consult with the family physician, rather than attempting to force the parent into allowing the clinic specialists to treat his child.

C. Follow-up work should be thorough. Suitable record should be made on the examination card noting the diagnosis, treatment and final disposition of each case. In many systems elaborate examinations are made, parents are notified of the conditions, and the matter


dies at this point. In other cases the matter dies almost immediately after the examination—no real follow-up work being attempted.

In many cases it is not easy to secure the parent's co-operation in having his child's tonsils removed. The school system should then investigate its methods and determine whether or not the parent fully understands the seriousness of the child's condition. In these stubborn cases, "Health Surveys" should be resorted to and the child's interest aroused by "Health Scores" in the class room. In this way indirect pressure is often brought to bear on the parent and favorable action results.

Some cities use the scheme of sending a written notification on minor defects and a personal visit by the nurse to the parent on all serious cases. The follow-up work

is carried on from this point as described above. In any event the parents must be aroused to the existing conditions and the danger of allowing uncorrected and diseased conditions to exist, thus impairing their child's chances for healthy adulthood and often costing the parent more money in the end.

D. The question of whether or not the child should be stripped for his examination is one that is constantly bothering the school examiners. In view of the fact that the majority of doctors recognize that a satisfactory examination can only be made with the pupil stripped, it seems advisable to strive for this point in all examinations. Of course, this brings about the necessity of having the parent or parents present, or at least a nurse present. For an efficient examination the patient should be stripped. The only



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compromise should be that the patient will strip to the waist. Anything less than this makes the examination partly guesswork. In case of this compromise the parent or parents, or a nurse, should always be present at the examination.

E. The examination: In devising a scheme of examination many smaller cities attempt to carry out the same system which is used in larger cities. Unless the smaller city has the necessary staff and money to carry out this work, it is better to modify their examination to meet the existing conditions. Too much paper work makes clerks out of good physical directors. In any event the method should be as brief as is consistent with a good examination. The examination should cover only the important phases of the health examination procedure. Special attention need not be given to the anthropometric measurements other than height and weight. The

condition of the eyes, ears, nose, throat, teeth, heart, lungs, muscular and osseous systems need special attention. Attention is taken away from these important body parts if too much time is spent in a long drawn out examination which includes everything from the color of the patient's hair to his favorite flower. Simplicity and practicability is the keynote of successful school examinations.

F. The support of the entire school board, teachers, etc., is necessary for the best success in this work. School examinations, to determine the health of its pupils, are a stronghold for the future when they emphasize the educational side of health work and stress prevention against the various defects and diseases which seriously impair a child's mental and physical efficiency.

#### 4. Examination Literature:

##### a. The Examination Card:

Pupil.....		Name of School		Sex.....		Born.....				
Address.....		2.....		3.....		3.....				
Phone.....		Nationality.....		Vac.....		Date.....		Scar.....		
History - Previous illness - Operations - Injuries - etc.										
Habits - Colds - Number of hours sleep - Appetite - Bowel action - etc.										
Grade	Kgt.	1	2	3	4	5	6	7	8	High
1.Nutrition										
2.Height										
3.Weight										
4.Posture										
5.Feet										
6.Other Ortnopedic										
7.Eyes										
8.Ears										
9.Nose										
10.Throat										
11.Teeth										
12.Skin										
13.Heart-After 30 Squats										
14.Lungs										
15.Other Defects										
16.General Condition										
17.Phy. Ed. Recom.										
18.Remarks										
19.Sig. of Examing M.D.										
CODE: N-Normal; A-Abnormal; P.G.-Partially Cor.; T-Tr.Needed; C-Corrected; I-Improved; 1-Calistnenics; 2-Athletics; 3-Corrective Ex.; 4-No Phy.Trng.										
Referred to -										
Parent notified -										
Final disposition -										





eased gums and pus from abscesses, and prevent the child from properly chewing his food.

Most disease germs enter the body through the mouth. A child with decayed teeth is more likely to contract disease.

Bad mouth conditions mean less chance for proper physical and mental development.

It is urged that you have this matter corrected at once.

Reverse Side.

#### e. Disease Census Card:

##### DISEASE CENSUS CARD

Division of School Inspection  
Name of City

Name .....  
Home Address .....  
Date of birth .....  
Place of birth .....  
School ..... Grade .....  
Date of record .....  
To the Parent or Guardian:

Please make a cross (X) after diseases child has had. Consult with other members of the family to make sure about the matter.

I know that this child had:

Chicken pox  
Diphtheria  
German measles  
Measles  
Mumps  
Scarlet fever  
Whooping cough  
Small pox  
Typhoid fever  
Infantile paralysis  
Influenza

Child was vaccinated when (.....)  
years old.

.....  
Mother of Child

Remarks:

(Actual size  $3\frac{1}{2} \times 6''$ )

#### f. Exclusion Slip:

##### NAME OF CITY

Department of School Inspection  
Exclusion Slip

Name ..... Date .....

The above named child was examined by the school physician, found to be suffering from ..... and excluded from school.

(The following statement must be signed by the physician granting a permit for return to school.)

I have examined this child and find the disease of ..... to be entirely cured.

..... M. D.

To Principal: (perforation) .....

Name ..... Room No. ....

Date .....

Excluded for .....

..... School Nurse

(Actual Size  $5 \times 5\frac{1}{2}''$ )

#### g. Re-admission Health Certificate:

##### NAME OF SCHOOL

Name of City

Re-Admission Health Certificate

.....  
Date ..... Name .....  
is considered sufficiently free from disease to return to school without danger to self or others.

.....  
Physician's Signature

(A physician's Certificate of Health is required after three days absence from any cause before a child can re-enter school.)

(Actual Size  $5 \times 3''$ )

#### h. Teacher's Request to Examining Physician:

##### NAME OF SCHOOL

To School Physician:

Kindly examine.....

for.....

Date..... Teacher

Room.....  
(Actual Size  $3\frac{1}{2} \times 2\frac{1}{2}''$ )

#### i. Notice to Parent Regarding Defect and Permission Slip from Parent:

##### NAME OF SCHOOL

Name of City

Division of School Inspection

Mr. ....  
We find that your child, ..... is in need of medical treatment for..... Our school doctor will give this treatment if you will allow him to do so. If you are willing, please sign and return the attached card.

..... School Health Director

..... (perforation) .....

..... City and Date.....

To: .....

Name of Health Director

I am willing to have the school doctor give the necessary treatment for my child,.....

Signed.....

Parent or Guardian

(Actual Size  $5\frac{1}{2} \times 5\frac{1}{2}''$ )

#### j. Ringworm Notice:

##### NAME OF SCHOOL

Ringworm Notice

Date.....

Your son ..... is afflicted with Ringworm.

Kindly take him to your family doctor or the dispensary, or treat as follows:

Directions: Remove the scales with soap and warm water. Dry thoroughly and apply the medicine morning and night until the disease is cured.

..... Medical Inspector

##### MEDICINE

Tincture of Iodine 1 Teaspoonful (1 dram)

Alcohol 2 Teaspoonfuls (2 drams)

Mix and use as directed.

(Actual Size  $8 \times 3''$ )

#### k. Itch Notice:

##### TO BE FILLED AT A DRUG STORE

R

Sulphur ..... 7.50

Beta Naphthol ..... 7.50

Lard q. s. .... 90.

M.SIG. Apply as directed.

Not to be repeated.

No copies to be given.

##### DIRECTIONS FOR USING OINTMENT FOR THE ITCH

Apply every night for three nights by thoroughly rubbing over entire body for 20 minutes. On the fourth night bathe thoroughly with soap and water. After bathing use fresh-boiled sheets and underclothing. Repeat the rubbing and bathing until cured.

(Actual Size  $4 \times 5\frac{1}{2}''$ )

#### l. Parasites:

##### NAME OF SCHOOL

Division of School Inspection

School ..... date..... 192..

Name .....  
has been reported by Medical Inspector of schools as showing evidence of parasites in the hair, and I am therefore obliged to re-

quest that the child be kept out of school for a few days until the disease is cured.

Principal

By Authority of School Board.

The following method of treatment for killing parasites and nits is recommended by the Health Department:

Wet the hair thoroughly with kerosene oil being careful not to get near a fire or light or to get oil in the eyes. Wrap the head in cloth for four hours. Then wash the whole head with warm water and soap. Repeat this process on three successive days. The nits may then be removed by combing the hair very carefully with a fine-toothed comb wet with vinegar. Repeat the combing for several days until no more nits can be found. To make the treatment easier and more thorough the hair may be cut short if there is no objection.

All children in a family are likely to be affected and should also be treated as above.

Brushes and combs should be cleansed by putting them in boiling water for a few minutes.

(Actual Size 4 x 5½")

### m. Notice of Fitness for Athletics: PHYSICAL CERTIFICATE

Name of City

School

Pupil

I have examined the above named pupil, and find

physically fit to participate in athletics.

Physician  
I hereby request that the principal permit our

to participate in athletics and swimming.

Date

Parent

(Actual Size 4 x 2")

Question: If the quarter-back is taken from the game and a new quarter sent in, may the incoming quarter call the signals?

Answer: Yes.

**ATHLETIC  
COACHES**

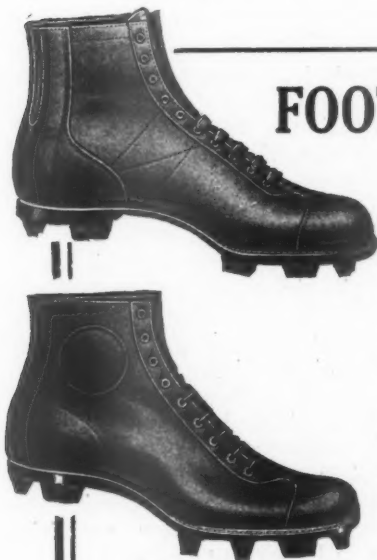
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## CHATS WITH COACHES

The man who is interested in the public attitude toward athletics may well scan the editorial columns in the daily newspapers for there he will find the thought of the men who largely shape public opinion frequently expressed regarding athletic sports.

The following quotations from editorial writers are reproduced as representative of the press.

The Journal agrees with the Argus Leader that "we need more emphasis on athletic training for all and sport for sports' sake." However, it believes that conditions are improving, that the athletic directors are striving to enroll all of their students in physical education classes and trusts that the time will come when physical education will be required of all students. The article from the Argus Leader follows:

### Need Balanced Athletics

"As the time draws near for the opening of high schools and colleges, and football coaches announce their schedules, it appears more than likely that the majority of these institutions of learning are going on making the same old mistake of confining the athletic training to a few, and that high school graduates will continue to give undue importance to the athletic records of various colleges in choosing their future alma mater.

"There has been a growing protest in recent years against certain of these unfavorable aspects of school and college athletics, and when Major Griffith was here last spring at the time of the Dakota Relays he gave us to understand that considerable progress had been achieved by the larger

institutions in remedying the situation, particularly in the matter of providing intramural and interclass, as well as intercollegiate, athletics so that all might participate. Most of the colleges still have a long way, however, to go, judging from a recent report of the Carnegie Foundation for the Advancement of Teaching. This report, made after a long and careful study, not only indicates that it is still the general tendency to develop a few individuals, or 'stars,' at the expense of the mass of students, but reveals the following conditions also: too great an insistence on turning out 'winning teams,' over-emphasis on sports and a tendency to use a good athletic record as a means of advertising the institution in the hope of attracting more money, more students and more 'stars,' and a spirit of commercialism and a habit of gambling on sporting events.

"This is a grave and serious indictment of American educational institutions. It is not contended, of course, that this condition of affairs prevails in every institution, but no one at all familiar with the situation generally can deny that it represents it as it prevails in most colleges. The present system does everything for 'the team' and ignores the less fit members of the student body, whereas it is those who are physically backward who must need, and could profit most, from the training. Moreover, the deification of athletes and athletics has detracted from other activities just as important or more so.

High schools and colleges should keep this in mind. A better balance is needed within the sphere of athletics, as well as be-

tween athletics and studies, so as to give more encouragement and help to students who would ordinarily take little part in sports. We need more democracy and less aristocracy in school and college athletics, less commercialism and less emphasis on 'winning teams' and more emphasis on athletic training for all and sport for sports' sake."

The following article from the Des Moines Evening Tribune presents an interesting opinion regarding alumni coaches:

### "Coaches

"Athletics in the schools and particularly the coaching business have come in for as much discussion as any factor of American education in the last ten years. It is fortunate, for it is a thing which must be talked out, and the sooner it is talked out the sooner collegiate athletics will be allowed to develop rightly.

"With the entrance of two generations of college athletes and people accustomed to college athletics into the citizenry of the country the plaint against athletics has gradually died out. Games are too valuable to admit of much argument. The type of enthusiasm and social loyalty which is aroused by football and basketball is aroused by no other scholastic activity. It may be inferior but it makes up in quantity what it may lack in quality.

"Lately it has been common to attack the commercialization of athletics through professional coaches. In the east some schools have alumni coaching. Educators in more classical branches have made strenuous objections to the disproportionate salaries of professional coaches, and recommended a kind of employers' co-operative association in the colleges to reduce their wages uniformly.

"The latter proposal is both impossible of practice and unjust. The laborer is worthy of his hire. The difficulty is that the academicians do not get theirs. The coach is able to bring to his support an immense volume of public opinion.

"There are several difficulties with amateur coaching. The principal one is that it requires a professional coach to select the competent amateur coaches. The second is a natural lowering of coaching standards.

"When the paid coach goes out the creative factor of college ath-

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letics will go out at the same time and methods of play will tend to become standardized and traditionalized. Quite naturally, as an intellectual exercise—and the best that some men are able to assimilate—football and basketball will become worthless.

"The moral necessity for professional coaches is even greater. There are few situations which require such an ironclad conscience as athletics constantly produce. The professional coach's reputation is a part of his earning capacity. He has not only his own ethics but the exigencies of his bread-winning to hold him to an immaculate code and to keep his teams to the same code.

"The amateur coach has no such imperative to force him to be scrupulous. The romantic idea that the man who is moved solely by affection for his alma mater will somehow be a nobler and a sweeter character than a man who is earning his living by teaching sportsmanship and sports technic has little fresh basis.

"Alumni of Drake university would be hard put to it to find finer or more honorable men in their number than Ossie Solem or 'Tug' Wilson. It is a pleasing tradition that unmercenary patriotism to a school will produce a higher type of leader than a mere devotion to sports which leads a man to make it his life work.

"However, it is not true. Patriotism, both in the college and in larger groups, justifies some curious things."

The attention of the person who sees no good in our great competitive sports should be called to the following editorial taken from the San Francisco Call:

"This happened in Dublin when American athletes from the Olympic games competed against

the Irish in the Tailteann games—and won. Harold Osborne of Illinois, competing in the decathlon and almost certain to win, hurt his thigh and was compelled to withdraw from the three events in which he was strongest.

"So Dan Kinsey of America and Shanahan of Ireland, close behind Osborne, forfeited those events to their rival and gave him the victory; Kinsey gave second place to Shanahan and took third for himself. That happens in sports more often than in the other activities of men."

The Herald-Examiner editorial "Football and Education" raises the question of what is the purpose of education. Some day our educators perhaps will agree as to the function of education, the purpose of Trigonometry, Greek, French and the other subjects. By the way every coach would find it profitable if he would write a statement of the purpose of football:

"About a month before the colleges open every Fall a great educational question is breathlessly put to the members of the faculties and the student bodies of our institutions of learning.

"That question, asked by the general public, as well as the former students, is—'What are the prospects of the football team?'

"Now every member of a school or college faculty, and practically every college student, at least by the time he gets to be a senior, knows that the football team is not the thing of greatest importance to the institution.

"He knows that only a handful of students go to college primarily to play football; certainly not one per cent, even, of the young men.

"He knows that even a great reputation as a football player is no special asset after he leaves



college, unless he wants to coach. Such a reputation opens a gate more widely here and there at the entrances to business fields; but it never smooths any pathway through them.

"He knows, in short, that football plays a very small part, actually, in college education; that what a man learns on the grid-iron is only a casual supplement to what he gets from the mental discipline of the classroom and the social association with keen-minded people.

"Why, then, does football bulk so enormously in the foreground of public interest in our colleges?

"We think it is not wholly because football is spectacular, and study and reflection are not; not wholly because football is seen to be competitive, and study and reflection are not so understood.

"The situation is due, at least in part, to the fact that in football young men and their instructors know exactly what they are trying to do and what end they wish to reach. In the education of the classroom and even of the laboratory, on the other hand, the students know very seldom and the public never knows this. We will not say the instructors do not know either; but it looks that way.

"The factor of interest is diminished, therefore, because the student doesn't know where he is going. He thinks, at least he hopes, he is on his way; but in thousands and thousands of cases he is not even sure of that.

"The public will probably always be more interested in the competitive than the reflective. But the real students, the young men and young women who make up the bulk of our college attendance, who want to get on and believe an education will advance them, would switch their interest



Suppose he doesn't land well? They don't always, you know. Well, if he *does* get a brush burn, or sprain, or spikes himself, put on a good dressing of warm

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covered with cotton and a suitable bandage. Repeat if necessary. He won't be "out" long.

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from football to mental training fast enough if they knew with any exactness what they were training for."

There is food for thought in the idea advanced by Paul Schissler as quoted in the Pendleton, Ore., East Oregonian:

"Coach Schissler makes a good point when he says that Leopold and Loeb needed the wholesome play and schooling in sportsmanship that goes with baseball, football, etc. If those boys had possessed even the first principles of sportsmanship they would not have lured a small unsuspecting boy into an auto and hit him with a chisel to see how he would act. Hard, vigorous play under proper supervision makes for a balanced life."

The Dayton (Ohio) News' summary of the criticism of the Olympics is sane and sensible. It is through the medium of contests such as the Olympic Games that the lessons of sportsmanship may be taught:

#### Criticism of Olympics

"Criticism of the Olympic games by British newspapers on the ground that the result has been injurious to sport and international amity it viewed by most American editors as entirely unwarranted and due to exaggeration of the seriousness of disturbances created by overzealous partisans among the spectators at the games.

"So far as the American team is concerned there is no evidence that it is bringing home any unpleasant recollections," declares the Seattle Times which feels that 'if the European audiences could witness a few of our baseball games, when umpires and visiting teams are roundly denounced in a spirit of good natured partisanship, little im-

portance would be attached to the expressions of an Olympic audience.' The games furnish America every four years an opportunity to show the rest of the world the kind of people we breed, the Detroit News points out. 'Instead of causing international strife, as the London press fears, these contests work in favor of peace,' this paper adds, because, 'the quadrennial American victory in the games cures the world of the impression of our folly and ineptitude which it gains from our election campaigns.' It is significant, the Springfield Union suggests, that 'nearly all this criticism comes from London, where France has not been in high favor for the last two years,' and 'the anti-French feeling may have caused the British press to magnify both the seriousness and importance of the incidents at the Olympic games.'

"To conclude that the games create a positively bad spirit, the St. Paul Pioneer Press insists 'is to despair too easily of realizing what was one of the very objects of the revival of the games—the athletes must try again.' It may take time, continues the Chicago Tribune 'to extinguish all the national antipathies in a peaceful league of sports,' but, 'possibly the comity of athletes will teach a nation to take a licking at football without starting a massacre.' If the Olympic games are to be made enduringly popular, the New York Sun claims, 'they must be made very simple,' which 'may be accomplished by cutting down in the kinds of sport, or in the individual contests, or in both.'

"A probable cause of the discord, the Christian Science Monitor holds is that 'the competitive side of the games is being stressed altogether out of proportion to what was intended when they were revived,' but 'so long as the

promulgation of the ideal of true sportsmanship is the dominating motive of the games, nothing but good it would seem, can eventuate from them.' Wherever there is athletic rivalry, the Worcester Telegram is sure 'unpleasant incidents will happen once in a while, no matter how friendly the rivals may be,' as 'shown every year on college and professional fields in America,' but 'nobody except a few learned extremists wants to abolish football or professional baseball.'"

The editorial "Our Athletic Supremacy," taken from the Red Bluff, California, News, suggesting that the French Sports writer believed that American athletes take their sports too seriously is not shared by American coaches. One of the Olympic team coaches suggested to the writer this sum-

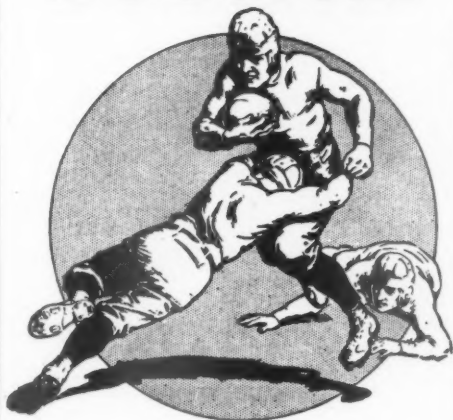
mer at Colombes Stadium that one reason why we did not win a running event in the Olympic games above 200 meters was because our college men were not willing to sacrifice enough to reach the proper development:

### Our Athletic Supremacy

"Europeans take their sports more seriously than Americans. Falling birth rates and rising death rates are menaces which can be offset by the improvement of the individuals of the species, and the all-around athlete is not likely to contribute to either of these distressing tables.

"The sporting editor of the Echo of Paris had made a serious study of the methods employed by Americans in the Olympic games with a view to discovering wherein lay their superiority. He accepts as factors the virtues

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of cross breeding, the transplanting of virile European races in America, the popularity of outdoor sports among the school boys, and the general prosperity of America, which promotes the development of the healthy well-nourished body. But the essential winning factor, he believes, is our method of training.

"At the European camps he found the contestants under the strain of long lectures. There was an atmosphere which gave the impression that a serious piece of work was to be done and that deep consideration must be given to it. This, the observer records, had a chilling effect which he believes found reaction in slowed-up muscles and dulled mentality. The suggestion he makes is that the French athletic societies should be more natural, give latitude to the young men and watch them less rigidly. He believes that the dance and the smile are better tonics than the grim watching that defeat is just around the corner."

The following items in Sparrow Robertson's column in the Paris edition of the New York Herald are interesting:

"The big Olympic events, which were those of the track and field, are over, and, although the United States team had more than three times the number of competitors of little Finland, it only had one more victory for first place than the latter, twelve to eleven being the final score. The final point score of the United States, with its huge army of athletes, with many who should never have been brought from America, was 255, against Finland's 166. No matter how one looks at the 1924 Olympic Games results, Finland stands out very prominently, and hereafter the

United States will have to beware of Finland and, incidentally, change the worn-out methods of training that are now in vogue in America. As far as the training and coaching of distance-runners go, American methods are years behind the times. As the writer has frequently written during the past few years, the training of distance-runners in the States is apparently a lost art.

"The writer spent considerable time with the Finnish athletes while they were training and found their methods to be almost diametrically opposite to those practiced in the United States. The Finnish camp was run in a most businesslike manner. Instead of throwing horseshoes around, the Finns were out on the road running or taking long walks. At 9:30 p. m. curfew rang, and all hands were in bed-clothes a few minutes later. There was no Paris for the Finnish athletes until the final event was run off in the big Games. There was perfect system at that camp.

"Every Finnish athlete is trained differently, which is as it should be, instead of giving all hands the same kind of treatment. The Finnish distance-runners were sent out twice each day, and each worked according to what the chief and only trainer considered was necessary to bring him to the best condition. While the American athletes were throwing around horseshoes at beautiful Rocquencourt, a method of exercise that will never get a man fit for running a distance, the Finns were out doing their bit on the road or track, getting ready to win races. The fact stood out very prominently after the Games that in America the coaches must know little about distance running

form or training methods, and it is about time for them to take a lesson from the Finns in the art of distance-training.

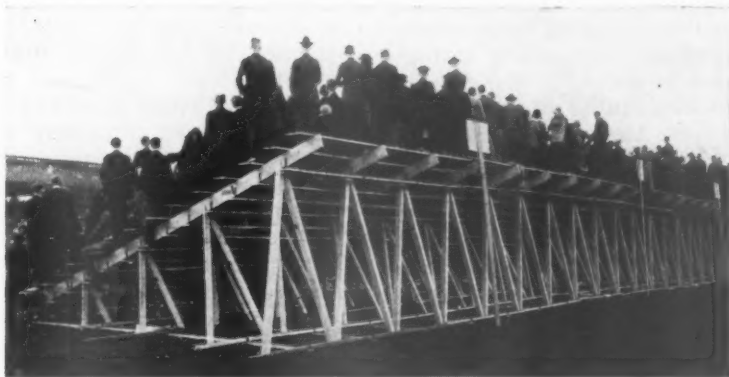
"One feature that the Finns cut out to a great extent in their training methods was rubbing down before and after competing. The athletes were given a little massage, but very little compared to what the American athletes suffered. Too much rubbing is weakening, the Finns will tell you, and they are right at that. Instead of the hard massage before a contest the Finns take a little jog up and down the track, and after the race it is a vapor bath, followed by a dash of a cold shower. Another very important point in the Finnish athletes' training is knowing how much work to take.

"Without any doubt, the finest work in the conditioning of an athlete ever known in the ath-

letic world was that of Paavo Nurmi. To bring an athlete through to win from the 1,500 metres, which had heats, the 5,000-metre heats and final, the cross-country and 3,000 metre events, is something for the chief and only trainer Finland had to be proud of."

Question: What was the final score in the Olympic track and field games?

Answer: The total points scored in the Olympic track and field games per nation on the schedule laid down for the Paris games were: United States, 253; Finland, 166; Great Britain, 84; Sweden, 32; France, 26; Italy, 19; Switzerland, 13; South Africa, 11; Hungary, 10; Australia, 10; Canada, 8; Norway, 6; Argentina, 5; Esthonia, 4; New Zealand, 4; Holland, 4; Denmark, 3; Japan, 1, and China, 1.



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### 1924 Football Rules

(Continued from page 31)

from ten to fifteen yards, thus removing the last ten yard penalty from the book.

Page 36—Rule 18—Section 3—the whole paragraph has been considerably changed, but the meat of the change is that any player may recover a kicked ball which has not crossed the line of scrimmage. Last year only the kicker or men who were back of him at the time of the kick could recover such a kicked ball. This brought up the question of when a ball being kicked into a player who was offside did not cross the line of scrimmage, because of the fact that it did strike such a player, and was recovered by the kicking side. It was ruled that when the ball is prevented crossing the line of scrimmage by such an intervening cause, the team is penalized the loss of the ball as is usually the case when an offside player touches the ball.

Page 38—Rule 21—Section 7—the words "or anyone connected with the team" are inserted, thus allowing the calling of unsportsmanlike conduct on coaches, trainers, players who are not in the game, or anyone who can be directly charged to a definite team.

Page 39—Rule 2—Sections 1, 2, 3 and 4—it is noted that the words "the point to be gained, and the number of downs remain the same" have been taken out. With reference to penalties on the offensive team this has no effect but in case there is a penalty on the defensive team it gives the offensive team first down with ten yards to go. This rule applies particularly to the conduct of persons other than players, and it is the first time that such a penalty against the defensive team would give the other team a first down, unless the distance penalty brought the ball forward the necessary distance for a first down.

Page 41—Rule 23—Section 8—provides an entirely new paragraph

for a "foul" committed behind the goal line which does not involve the change of the possession of the ball and where the penalty if enforced would place the ball behind the goal line. Under this section, such a penalty would be one-half the distance to the goal line from the spot where the ball was put in play. It was immediately pointed out that this rule appeared to conflict with Rule 6, Section 16B, under the definition of A Safety, part of which reads as follows: "A Safety is made . . . when the player of the team in possession of the ball

(Continued on page 56)

### Physical Condition of Football Teams

(Continued from page 10)

has perhaps just graduated from college, will invariably assume the duties of coach and trainer. In about two seasons he begins to realize he has "bitten off more than he can chew"; he has found that the playing end of the game has suffered; possibly the team has "blown" in its important game; perhaps from lack of experience, he has pushed his team past the limit. He now looks around for some assistance and if successful in obtaining someone to look after the conditioning of the players finds that the next season his team possibly stands the "gaff" better than in previous years and that he has had fewer injuries. Instead of spending an hour or so before each practice and game bandaging and taping, he has been able to concentrate his efforts on the playing end of the game.

Another peculiar aspect of football is the injuries. A team that has many injured men will be considered in poor physical condition, but until conditions are investigated the trainer and coach should not be blamed. Such conditions may be due to a "run of hard luck" or to poor equipment,



to too much scrimmaging, particularly when a squad is tired, or to lack of preventative measures. Perhaps a coach endeavoring to wind up an unsuccessful season with a victory in the last games, disregards the advice of the trainer and pushes his charges beyond their capabilities with sad results.

One playing season does not make or break a coach, nor does one playing season make or unmake a trainer; a period of several years will give either a chance to show his ability, providing the material is average for the coach and conditions satisfactory for the trainer.

Several years ago a prominent Eastern college football team was unmercifully trounced in one of their important games. In this particular instance, the coach scrimmaged his charges two hours the day preceding the game. The team came on the field the next day beaten before they

started; one look at the squad was sufficient to show they were a lifeless, overworked and tired team. The trainer of the team had pleaded with the coach to ease up on the work the day before and had been pleading all the year; his efforts were useless. This particular coach later in the season began "alibiing" about the team being in poor physical condition and naturally considerable blame was directed towards the trainer. It is needless to say that the trainer, a real experienced man, absolutely refused to have anything to do with football the next football season.

This and many other similar incidents show the utmost importance of the necessity of co-operation between the coach and trainer if successful results are to be obtained. A conscientious trainer will do everything possible to assist a broad minded coach in having a successful season.

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**Hip pads**—White felt with fibre protection

**High crock**—Leather reinforced at hip.

**Thigh pads** (Pat. Applied for) conforms to thigh. 5 piece fibre—Saves Charlie Horse—Held to thigh with 3 in. elastic—adjustable

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**The Olympic Games**

(Continued from page 8)

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Won by Frigerio, Italy; Time.  
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1. Frigerio—Italy.
2. Goodwin—Great Britain.
3. MacCaster—South Africa.
4. Pavesi—Italy.
5. Scheval—Switzerland.
6. Clark—Great Britain.

**Pentathlon**

Won by Lehtonen, Finland;  
Score 16 points.

1. Lehtonen—Finland.
2. Sonfoy—Hungary.
3. Legendre — United States (Georgetown).
4. Unger—Sweden.
5. Lemo—Finland.
6. Kaer—United States (Univ. of So. Calif.).

**Decathlon**

Won by H. Osborn, United States; Score 7.770.

Former Olympic Record 7.724 points 495, Wieslander.

Former World's Record 7.481 points 69, Klumberg.

1. Osborn—United States (Univ. of Illinois).
2. Norton—United States (Univ. of Kansas).
3. Klumberg—Esthonia.

**Putting the Shot**

Won by Houser, United States (Univ. of So. Calif.); Distance 49 feet 2½ inches.

Olympic Record—50 feet 3-7/8 inches.

World's Record—51 feet.

1. Houser—United States (Univ. of So. Calif.).
2. Hartranft — United States (Stanford Univ.).
3. Hills—United States (Princeton).
4. Torpo—Finland.
5. Anderson — United States (Univ. of So. Calif.).
6. Nicklander—Finland.

**Throwing the Hammer**

Won by Tootell, United States;  
Distance 174 feet.

Olympic Record—179 ft. 7-9/16 inches, MacGrath.

World's Record—189 ft. 5-7/16 inches, Rejan.

1. Tootell—United States (Bowdoin College).
2. MacGrath — United States (N. Y. A. C.).
3. Nokes—Great Britain.
4. Erickson—Finland.
5. Skold—Sweden.
6. MacEacharn—United States (San Francisco A. C.).

**Running High Jump**

Won by Harold Osborn, University of Illinois; Height 6 feet 6 inches.

Former Olympic Record—6 feet 4-3/8 inches, Landon.

World's Record—6 feet 7-1/8 inches, Beeson.

1. Osborn—United States (Univ. of Illinois).
2. Brown—United States (Univ. of Colorado and Dartmouth).
3. Lewden—France.
4. Poor—United States (Univ. of Kansas).
5. Gaspard—Hungary.
6. Jansson—Sweden.

**Running Broad Jump**

Won by Hubbard, United States (Univ. of Mich.); Distance 24 feet 6 inches.

Olympic Record—24 feet 11-7/8 inches.

World's Record—25 feet 5-7/8 inches, Legendre.

1. Hubbard — United States (Univ. of Michigan).
2. Gourd in—United States (Harvard).
3. Hausen—Norway.
4. Tuulps—Finland.
5. Wihelme—France.
6. Mackintosh—Great Britain.

**Throwing the Javelin**

Won by J. Myyra; Distance 206 feet 8 inches.

Olympic Record 215 feet 9-11/16 inches, J. Myyra, Finland.

World's Record—216 ft. 10-7/16 inches, J. Myyra, Finland.

1. J. Myyra—Finland.

2. Lindstrom—Sweden.

3. Oberst—United States (Notre Dame).

4. Ekgvist—Finland.

5. Neufeld — United States (Univ. of Calif.).

6. Bloomquist—Sweden.

#### Throwing the Discus

Won by Houser, United States; Distance 46 meters 155 (151 feet 4½ inches).

Olympic Record—148 feet 4 inches.

World's Record—156 feet.

1. Houser—United States (Univ. of So. Calif.).

2. Nittima—Finland.

3. Lieb—United States (Univ. of Notre Dame).

4. Pope—United States (Univ. of Wash.).

5. Askildt—Norway.

6. Hartranft — United States (Stanford University).

#### Hop, Step and Jump

Won by Winter, Australia; Distance 51 feet and 3¼ inches.

Former Olympic Record—48 feet 11¾ inches.

Former World's Record—50 feet 11 inches, O'Hearn.

1. Winter—Australia.

2. Bruneto—Argentine.

3. Tuulos—Finland.

4. Rainio—Finland.

5. Jansson—Sweden.

6. Oda—Japan.

#### Pole Vault

Won by Barnes, United States (Hollywood H. S., California); Height 12 feet 5½ inches.

Olympic Record—12 feet 11¼ inches, Bobcock.

World's Record—13 feet 6-3/16 inches, Hoff.

1. Barnes—United States (Hollywood H. S., California).

2. Graham—United States (Pasadena Inst. of Tech.).

3. Brooker — United States (Univ. of Michigan).

4. Peterson—Denmark.

5. Pickard—Canada.

6. Spearow — United States (University of Oregon).

Question: May the referee after the game has started and without the consent of the two captains shorten the playing time of the game?

Answer: No.

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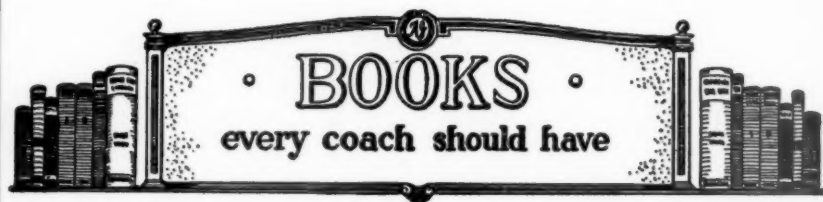
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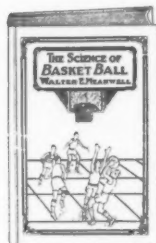
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## 1924 Football Rules

(Continued from page 50)

commits a foul—the penalty for which would leave the ball in possession of his team behind its own goal line. Since it was impossible to arrive at a definite ruling, the matter has been referred to the Rules Committee, but during the interim it is agreed that the "half the distance" penalty would apply on fouls, the penalty for which is inflicted from the spot where the ball is put in play, and that the Safety penalty will apply in cases where the penalty is to be inflicted from the spot of the foul.

Page 42—Rule 23—Sections 10 and 11—in the latter part provides that the referee shall explain alternative penalties to the captains. This, in the opinion of the writer, is going to make a drastic change in the use of incompetent referees. A man *must* know his stuff or he can't get by.

Page 43—Rule 24—provides that the referee alone shall have a whistle, and recommends that a pis-

tol be used by the timekeeper or Field Judge. These are self-explanatory.

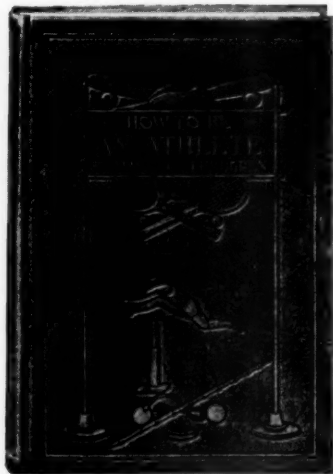
In addition to the above there have been a number of approved rulings which in accordance with the Rules Committee's suggestion are analogous to the relation between statutory laws and the decisions of our Supreme or Appellate Courts, and shall have all the force of law until the decision is overruled or the law is changed.

These additions if in annotated form and kept up from year to year as the questions arise, should be a wonderful help to the game.

On the whole, in the opinion of the writer, the changes of this year while not drastic or revolutionary, will have a distinct bearing on and will improve the 1924 game.

**Question:** On a forward pass may an ineligible man on the passer's team block the defensive full-back before the ball is passed forward?

**Answer:** Yes.



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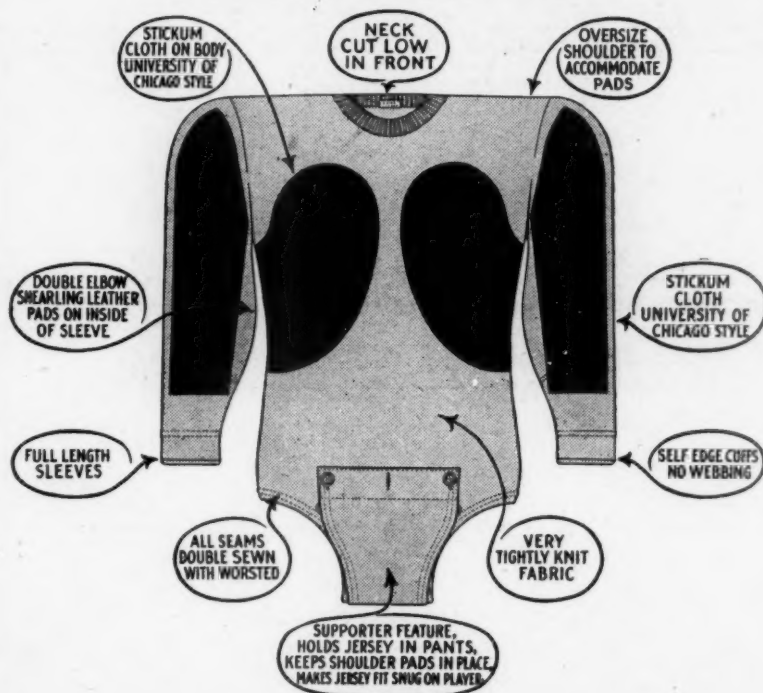
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